

SUMMER SCHOOL TEACHER GUIDE



ELA/6th Grade

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Summer School Teacher Guide

The Elementary and Middle Summer School Program will be for 20 days. Students will have a total of 18 daily lessons and day 19 and 20 will be for reviewing lessons/quizzes and post-test.

- Eighteen (18) days of daily lessons
- One (1) day post-test review and post-test
- One (1) day of reviewing lessons, retake daily post-tests, and makeup missed lessons

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

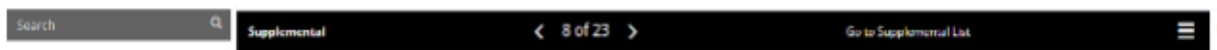
MS Classroom Schedule – *Time below is an approximate breakdown of time.*

- **Attendance in PowerSchool** – 5 Minutes
- **Lesson Introduction (I Do)** – 5 Minutes
- **Lesson Activities/Supplemental (We Do)** – 60 Minutes
- **Break** – 10 Minutes (Site Administrator will work with teachers on breaks)
- **Teacher Lesson Review** – 5 Minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 Minutes
- **Closing/Wrap Up** – 5 minutes • Total Time: 2 Hours 10 Minutes

***Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- **Lessons** with Content Area, Videos, and Activities
- **Supplemental** Teacher Resources:
 - o Click on Supplemental.
 - o Click on Resource to view (Example: Flocabulary, BrainPOP, Others).
 - o Teacher will review with the students the items that need to be completed.
 - o Teachers can select additional Supplemental Resources as needed if time permits.
 - o To view another resource once you are in a resource, use the Toggle Sidebar in the top righthand corner. It has three dashes. An example is listed below.



Post-Test – Each lesson will have a daily post-test.

Graded Work – The Post-Test will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Anchor Charts – Some subjects may have Anchor Charts available with their lesson.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/ 6th

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1: Analyzing Literary Text for Evidence and Pronouns

Objective(s):

Lesson A:

Students will read and understand the explicit meaning of the poem.

Students will make use of textual evidence to infer meaning from the poem.

Lesson B:

Students will use pronouns in proper case.

Students will use intensive pronouns.

Students will recognize and correct inappropriate shifts in pronoun number and person.

Students will recognize and correct vague pronouns.

Students will recognize variations from standard English.

Guiding Question(s):

What is textual evidence?

What did the text say explicitly?

TN Curriculum Standard(s):

6.RL.KID.1

Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Anguish:** Extreme pain.
- **Diverge:** Extend in a different direction.
- **Making inference:** A mental process through which the readers arrive at a logical conclusion based on specific evidence from the text.
- **Senile:** The condition of being weak and diseased because of old age.
- **Sigh:** Breathe deeply and heavily.

Lesson B:

- **Agreement:** Following correct grammar conventions in pronoun usage with respect to a person, number, and gender.
- **Antecedent:** A preceding word that identifies a later word (usually a pronoun) in a sentence.
- **Feminine:** The grammatical gender that refers to females (especially girls or women).
- **Masculine:** The grammatical gender that refers to males (especially men or boys).
- **Pronoun:** A word used as a replacement for a noun.

Lesson Introduction (I Do): (5 Minutes)

Lesson A:

Analyzing Literary Text for Evidence

Slide #1 Objectives

Teachers will introduce the lesson objectives.

In this unit, we will discuss how to analyze explicit and implicit evidence, identify the central idea, explain the elements of a story, poem, understand the development of plot and characters, compare and contrast stories in different genres and media, and comprehend literary texts.

In this lesson, we will discuss how to analyze explicit and implicit evidence in a poem and make use of them to infer meaning.

Students will learn to draw implicit and explicit information from a text by citing appropriate evidence from text that explains a character's decision.

The teacher will explain explicit information is information that is fully and clearly expressed. Explicit information in the text will not give room for confusion or interpretation. Students will complete "Understanding Explicit and Implicit Information" activity. Teacher and students will define and discuss the meaning of the vocabulary words from Lesson 1 activities.

Lesson Activities (We Do): (20 Minutes)

As a whole group, complete the Practice Activities. Discuss.

Slide #2 Understanding Explicit and Implicit Information

The students will work on the poem "The Road Not Taken." The teacher will explain that the poem "The Road Not Taken" is a poem about the choices that everyone makes in his or her life, and this message is evident on reading between the lines. Each line makes the readers ponder on whether to follow the mainstream culture or take a path that is the least used by people. The poet equates life to a journey, and this poem focuses on the dilemma that a person confronts in life when making significant decisions.

Slide #3 "The Road Not Taken"

The teacher will explain that "The Road Not Taken" is a poem about the choices that everyone makes in his or her life, and this message is made evident if we read between the lines.

Slide #4 Video #1 – "The Road Not Taken"

Students will watch the video of "The Road Not Taken." This video can be found in the grade results lesson. While watching the video, students will pay close attention to the meaning of difficult words so that they understand the meaning conveyed in the poem. The teacher will explain that the Road Not Taken" is a poem about the choices that everyone makes in his or her life and this message is evident on reading the lines. Students will click Video #1 – "The Road Not Taken" in the grade results lesson and watch the video.

Slide #5 Explicit Meaning of the Poem: "The Road Not Taken"

The teacher will explain "The Road Not Taken" by Robert Frost reflects the dilemma and the uncertainty that is involved in the decision-making process. Students will read the poem, determine the explicit meaning, and make inferences from the poem.

Slide #6 Inferences from the Poem: "The Road Not Taken"

The teacher will explain that the major inference gathered from "The Road Not Taken" by Robert Frost is the poem reflects on the dilemma and the uncertainty that is involved in the decision-making process. The speaker in the poem explains that similarly to the speaker of the poem, every individual will experience a conflict in arriving at a decision.

Slide #7 Activity- "The Road Not Taken"

The teacher will explain to the students that in this activity they will demonstrate an understanding of the poem by answering multiple choice questions.

Slide #8: Let's Practice

The teacher will explain to students that in this activity, they will watch the video of *All the World's a Stage* by William Shakespeare and cite strong and textual evidence to support their analysis.

Slide #9 Summary of: "All the World's a Stage"

Students will read the summary of "All the World's a Stage." The teacher will explain that in the poem, Shakespeare compares the world to a stage and opines that people are merely actors in it. Students will learn that in this poem everyone in this world plays multiple roles in their life.

Slide #10 Video- Analysis of "All the World's a Stage"

The students will watch a video that provides an analysis of the poem "All the World's a Stage."

Slide #11: Citing Textual Evidence

Students will work on citing textual evidence in the poem. The teacher will explain that now that they have read the poem, summary, and have listened to the video on "All the World's a Stage," it is now time to identify the textual evidence in the poem.

Slide #12 Wrap Up

The teacher will share an anchor chart which visually explains how to read the text to understand both implicit and explicit meanings in a text.

Slide #13 Lesson A Review: (5 Minutes)

The teacher will explain:

- Explicit information is information that is completely and clearly expressed.
- Implicit information is information that is not obviously or directly expressed.
- Making inferences is essential for understanding a text. It helps discover much more than what is expressed in the text.
- Inference is an act of taking clues from the text and combining them with reader's prior knowledge to arrive at a logical conclusion.
- Good readers always look for additional clues in the text because the more clues, the better the inference!

Slide #14 Lesson Vocabulary Words**Supplemental: (5 Minutes)**

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary: Making Inferences**BrainPOP: Making Inferences****BREAK: (10 Minutes)****Lesson B: Pronouns****Lesson Introduction (I Do): (5 Minutes)****Slide #1**

The teacher will introduce the lesson objectives.

In this unit, we are going to discuss the various conventions of standard English language and grammar.

In this lesson, we will discuss what pronouns are, their types, the conventions to follow, and the need to write in a standard English.

Lesson Activities (We Do): (20 Minutes)

Slide#2 Pronoun

The teacher will explain that a pronoun is a word that takes the place of a noun, and an antecedent is the noun to which the pronoun refers.

Slide#3 Activity: Pronoun Case Subjective, Objective, and Possessive

Teacher will explain the pronoun case refers to the way a pronoun functions in a sentence. There are 3 cases of pronouns. They are subjective, objective and possessive.

Slide #4 Activity – Pronoun Case

The students will demonstrate an understanding of pronoun case by completing a sorting activity. They will click or tap on the card to view the pronouns and match them to their correct case.

Slide #5: Intensive and Reflexive Pronouns

The teacher will explain the pronouns that end in – *self* (plural -selves) | for example: *myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves* are used as either reflexive or intensive pronouns. The teacher will also explain how **reflexive pronouns** are used when the user refers back to the subject of the sentence. Reflexive pronouns are objects that refer back to the subject. An **intensive pronoun** adds emphasis to the subject.

Slide #6 Activity – Intensive and Reflexive Pronouns

Students will demonstrate an understanding of the of intensive and reflective pronouns by completing a multiple-choice activity.

Slides #7- 8: Agreement in Number and Person

The teacher will explain that a pronoun should agree with its antecedent in number and in person.

1. In number: A singular pronoun should always refer to a singular noun, and a plural pronoun should always refer to a plural noun. Any error in this is called a shift in pronoun number.

2. In person: A pronoun must agree in person with its antecedent. *Person* refers to first or second or third person pronouns.

Slide# 9 Activity- Agreement in Number and Person

The students will demonstrate an understanding of pronoun and antecedent agreement by completing a multiple-choice activity.

Slide# 10: Avoid Vague Pronoun References

Students will work on avoiding vague pronoun references. Teacher will explain that vague pronouns are said to occur when the reader is not clear to which noun the pronoun refers to.

Activity#6: Recognizing Variations in Standard English

Students will work on recognizing variations in standard English. The teacher will explain that everybody speaks differently, depending on the situation. We tend to talk to our teacher in a formal way. But, while speaking with our friends, we follow informal ways and means to convey our ideas. Conventional language follows the correct, formal, and respectful use of grammar, punctuation, and style.

Students will work on strategies to write in standard English.

The teacher will explain that there are many strategies that can be followed to create a formal, standard, and professional language.

- Know the audience.
- Know the purpose.

- Know slang words and their formal equivalents.
- Avoid contractions.
- Revise the writing.

Teacher will explain that knowing the audience helps the writer to use words that appeal to the reader. The language of a 6th grader is way too different than that of a professor. By knowing the purpose, the writer can carefully choose words that will convey the intended meaning. Using professional words in place of slang will help draft formal writing.

Activity #7: Formal and Informal Language

Students will complete sorting activities. Teacher will explain that students will complete a sorting activity where they will click or tap on the card to view the formal and informal language match them.

Supplemental: (5 Minutes):

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

BrainPOP: Personal Pronouns

BrainPOP: I vs. Me

Lesson Review (5 Minutes)

Lesson B:

Lesson Review: The teacher will explain:

- A pronoun is a word that takes the place of a noun.
- The antecedent is the noun to which the pronoun refers.
- There are 3 cases of pronouns: Subjective, Objective, and Possessive.
- A pronoun used in the place of a subject is called the subjective case.
- A pronoun used in the place of an object is called the objective case.
- A pronoun that shows possession/ownership is a possessive case.
- A reflexive pronoun is used when the user refers back to the subject of the sentence. Reflexive pronouns are objects that refer back to the subject.
- An intensive pronoun adds emphasis to the subject.
- A pronoun should agree to the antecedent in number and person.
- Vague pronouns are said to occur when the reader is not clear to which noun the pronoun refers to.
- The conventional language follows the correct, formal, and respectful use of grammar, punctuation, and style.
-

Independent Work – Posttest (They Do): (40 Minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 Minutes)

The teacher will take a moment to reflect on the lesson of the day. Students will complete the wrap-up activity from lesson A in grade results. Students will work on the mind map activity in the grade results lesson A on explicit and implicit meanings. The teacher will explain that the mind map given explains how to read the text to understand both implicit and explicit meaning in a text. Figuring out the explicit and implicit information will help a reader understand the text in a better way.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 2

Topic/Lesson Title & Grade Results #: Lesson #2: Analyze Informational Text for Evidence and Spelling

Objective(s): Students will read and understand the explicit meaning of the text.
Students will learn the process of making an inference to understand the text.
Students will make use of textual evidence to infer the implicit meaning of the text.

Guiding Question(s):

What is textual evidence?

What did the text say explicitly?

TN Curriculum Standard(s):

6.RL.KID.1a

Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Aroma:** A pleasant odor.
- **Calorie:** Unit of heat defined as the quantity of heat required to raise the temperature of 1 gram of water by 1 degree centigrade at atmospheric pressure.
- **Colonist:** A person who settles in a new country. Confectioner: Someone who makes sweets. Crumble: Break or fall into fragments. Emanates: Give out. Explodes: Burst out with noise. Kernel: The inner and edible part of a seed.
- **Confectioner:** Someone who makes sweets.
- **Crumble:** Break or fall into fragments.
- **Emanates:** Give out.
- **Explodes:** Burst out with noise.
- **Kernel:** The inner and edible part of a seed.
- **Preservatives:** A chemical compound that is added to protect against decay or decomposition

Lesson B:

- **Accommodation:** A place (such as a room in a hotel) where one can sleep and find other services.
- **Alphabet:** A character set that includes letters and is used to write a language.
- **Arranged:** Placed in a particular kind of order.
- **Calendar:** A document, chart, etc., that shows the days, weeks, and months of a year.
- **Definitely:** Without question and beyond doubt.
- **Ellipses:** Omission or suppression of parts of words or sentences.
- **Equipment:** Supplies or tools needed for a special purpose.
- **Existence:** The state or fact of existing.
- **Homophones:** Two words are homophones if they are pronounced the same way but differ in meaning or spelling or both.

- **Improve:** To make better.
- **Included:** Used to say that someone or something is part of a group or total.
- **Paws:** A clawed foot of an animal especially a quadruped
- **Pause:** Interrupt temporarily an activity before continuing
- **Prefix:** An affix that is added in front of the word.
- **Pronounce:** To make the sound of (a word or letter) with your voice.
- **Satellite:** Man-made equipment that orbits around the earth or the moon.
- **Silent:** Not speaking or making noise.
- **Spelling:** The way in which a word is spelled.
- **Suffix:** An affix that is added at the end of the word.

Lesson Introduction (I Do): (5 Minutes)

Lesson A: Analyze Informational Text for Evidence

The teacher will introduce the lesson objectives.

In this unit, we will discuss how to analyze explicit and implicit evidence, identify the central idea, and comprehend literary texts. In this lesson, we will discuss how to analyze explicit and implicit evidence in an informational text and make use of them to infer meaning.

Activity #1: Implicit Vs. Explicit Understanding the Difference

Students will work on implicit and explicit evidence. Teacher will explain that implicit and explicit evidence are information stated by writers in their texts. Understanding the difference in the way the writers communicate with readers through the text helps to understand it better. The word implicit means implied or not directly expressed. The readers must find clues in the text to understand the implied meaning. To find the implicit meaning of the text, it is essential to infer from the text.

Explicit, on the other hand, is information openly stated in the text. The readers can understand what is openly stated without any difficulty. Teacher and students will define and discuss the meaning of the vocabulary words from Lesson 2 activities.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity #1: The California Gold Rush

Students will read the text, “The California Gold Rush.” The teacher will explain that now it is time to analyze how writers use explicit and implicit evidence in their writing. Now they will read the text to understand more about explicit and implicit usage.

Activity #2 – Analysis of the Text for Explicit and Implicit Evidence

The teacher will explain that students will read the excerpt from the California Gold Rush and the analysis.

Activity #3: Let Us Practice

Students will practice identifying implicit and explicit evidence from the following text. The teacher will explain to students that they will read the passage “Popcorn,” and answer questions that follow.

Supplemental: (5 Minutes)

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary: Fiction vs. Non-Fiction

BREAK: (10 minutes)

Lesson Introduction (I Do): (5 Minutes)

Lesson B: Spelling

The teacher will introduce the lesson objectives.

In this unit we will learn to spell grade-appropriate words correctly.

In this lesson we will recognize spelling patterns.

Activity #4: Spelling

Students will work on spelling. The teacher will explain that *spelling* is the process of putting letters together to form meaningful words. These letters should be arranged in the correct order to get the correct meaning of the word. Learning the correct spelling of the word is important in learning the language.

Activity #5: Speaking Skills

Students will work on activities that will improve speaking skills. Teacher will explain that some ways to improve your spelling skills are make a note of words that are difficult to spell, underline the part of the word that is difficult to pronounce, learn the prefixes and suffixes, and remember the most common rules of spelling.

Lesson Activities (We Do): (30 minutes)

Lesson B:

Students will be working on speaking skills and common rules of spelling. The teacher will explain that there are a few ways that can help you improve your spelling skills.

- 1. Make notes of words that are difficult to spell.**
- 2. Underline the part of the word that is difficult to pronounce.**

The teacher will explain the common rules of spelling: Rule 1: Remember "i" before "e" except after "c". Rule 2: Learn words that have silent letters. Rule #3: Add "s" or "es" to make a singular noun plural except for the words that end with "y". Rule #4: Understand the meaning of the words you use because many words that sound the same are not spelled the same.

Activity #3- Common Rules of Spelling

Additional Teacher Resources:

Lesson Review: (10 minutes)

Lesson A: Teacher will explain:

- Explicit evidence does not leave room for confusion or doubt.
- Implicit evidence is suggested but it is not clearly stated in the text.
- Inference is a conclusion based on evidence and reasoning. Both implicit and explicit information is used to make inferences.

Lesson B: Teacher will explain:

- Spelling is the process of putting letters together to form meaningful words.
- The letter "i" is placed before "e" when the letter "e" precedes the letter "c".
- The letter "i" is placed after "e" when the letter "e" follows the letter "c".

- A silent letter is a letter that must be included when you write the word even though you don't pronounce it.
- Add "s" or "es" to make singular noun plural except for the words that end with "y".
- Vowels are "a, e, i, o, u"; consonants are the letters other than vowels.
- Words that sound the same but have different spellings and meanings are called homophones.

Independent Work – Posttest (They Do): (40 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Take a moment to reflect on the lesson of the day. Students will complete the drop and drag activity from lesson A in grade results.

Exit Ticket: What did you learn today? What surprised you? What was unclear?

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 3

Topic/Lesson Title & Grade Results #: Lesson #3 Determining Central Ideas and Write in Phrases and Clauses

Objective(s): Students will...

Analyze how the theme is weaved in a text.

Determine the central idea of a text.

Provide an objective summary of the text.

Identify phrases and clauses.

Know the types of phrases and clauses.

Understand the functions of phrases and clauses.

Guiding Question(s):

What is the central idea/theme?

What do the key details have to do with the development of the central idea/theme of a literary text?

What was the central idea/theme of this story, drama, or poem?

What key details conveyed the theme of this story, drama, or poem?

TN Curriculum Standard(s):

6.RL.KID.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Berry:** A pulpy, edible fruit.
- **Dapple:** Patches.
- **Glimmer:** Shine brightly.
- **Mortal:** Human being subject to death.
- **Moth:** A group of insects.
- **Trout:** Fish.
- **Unrequited:** Unanswered.
- **Wander:** Travel without a clear destination.

Lesson B:

- **Adjective:** A word that modifies a noun.
- **Adverb:** A word that modifies a verb or an adjective.
- **Clause:** A group of words that has a subject and verb.
- **Dependent clause:** It does not express a complete thought.
- **Independent clause:** It expresses a complete thought.
- **Noun:** A word that refers to people, places, or things.
- **Phrase:** A group of words that does not have a subject or verb.

- **Preposition:** A word that denotes location or time.
- **Verb:** A word that denotes the action done or the state of being.

Lesson Introduction (I Do): (5 Minutes)

The teacher will introduce the lesson objectives.

In the previous lesson, we discussed the process of understanding or comprehending information from the texts by making inferences.

In this lesson, the students will determine central ideas or themes of a text and analyze their development. The student will also be able to summarize the key supporting details and ideas.

Lesson A: Determining Central Ideas and Themes of a Text

Students will be working on the theme and central idea of a text. The teacher will explain that theme and central idea of the text helps to understand the story clearly. Any story will have at least one theme and one central idea. Sometimes, the theme and central idea can be the same.

The teacher will explain that a theme is a moral, a message, or a lesson learned by the characters in a story. Therefore, the theme can be applied to all people in life and not just the characters in the text.

The teacher explains that the central idea is the one idea that summarizes what the text is all about. It unifies the point of a text. It is specific to the text and cannot be applied outside the text.

The teacher explains that the theme can be the central idea of a text; whereas the central idea tells the reader what the text is all about. When the theme and central idea of a text are identified, it is always easy to provide an objective summary of the text.

The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (25 Minutes)

Lesson A:

As a whole group, complete the Practice Activities. Discuss.

Video #1 - W.B. Yeats

Students will watch the video which explains the life of W.B. Yeats and his contribution to the Irish literary world. This video can be found in the grade results lesson on the right-hand side.

Activity #1: "The Song of Wandering Aengus"

- The teacher and students will read the poem "The Song of Wandering Aengus."
- The teacher will explain that "The Song of Wandering Aengus" by W. B. Yeats is a simple poem with many mythological allusions and multiple layers of meaning. The poem is divided into three stanzas. The speaker of the poem is Aengus, the Celtic god of love and beauty; however, in this poem, he appears as a mortal being. The poem is all about his activity in the past and his hope of seeing his dream come true.

Activity #2: Mythical Background and Analysis of the Poem

Students will read the mythical background and analysis of the poem.

The teacher will explain that to understand the poem completely, it is essential to know the poem's leaning toward Irish folktales and legends. According to legends, Aengus is the god of love and youth. Aengus falls in love with a beautiful maiden who appeared in his dream; however, she vanishes. Aengus becomes lovesick and started to search for her with the help of other gods. The maiden takes the form of the swan. Aengus succeeds in finding her in the form of a swan. To win the love of that maiden, Aengus takes the form of the swan.

Activity #3: Central Idea of “The Song of Wandering Aengus”

The students and teacher will read: Central Idea of "The Song of Wandering Aengus."

Activity #4: The Theme of “The Song of Wandering Aengus”

Students will find the theme of "The Song of Wandering Aengus."

The teacher will explain that the poem, "The Song of Wandering Aengus," is based on myth and magic. It also involves the universal theme intertwined in it—*the search for idealized love*.

The teacher will explain that the second theme that can be noted in this poem is *time*.

The teacher will explain that the third theme in this poem is *transformation*.

The teacher will explain that the other theme that is dominant in this poem is *nature*. The speaker is not interested in the materialistic world. He turns to nature for peace and happiness.

Activity #5: Summary of “The Song of Wandering Aengus”

Students will work on summarizing "The Song of Wandering Aengus."

The teacher will explain that understanding the theme and central idea of the poem will help to write an objective summary. The following is an objective summary based on the theme and central idea.

Activity #6: Practice Activity

Students will practice identifying the theme and central ideas of a text in the following practice activity. The teacher will explain that the theme and central idea of a text plays a vital role in understanding it.

Supplemental: (5 Minutes)

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Vocabulary: Main Idea

Break: (10 Minutes)

Lesson Introduction (I Do): (5 Minutes)

The teacher will introduce the lesson objectives.

In this unit we will gain an understand the functions of phrases and clauses.

In this lesson we will identify phrases and clauses as well as know the different types of phrases and clauses.

Lesson Activities (We Do): (25 minutes)

Lesson B: Phrases and Clauses

Students will work with phrases and types of phrases.

Activity #7: Phrase

The teacher will explain that a *phrase* is a group of words that does not have a subject or verb, but the words work as a unit. Phrases may function as verbs, nouns, adverbs, or adjectives.

Activity #8: Types of Phrases

The teacher will explain that there are three types of phrases: noun phrase, verb phrase and prepositional phrase. Students will work on types of phrases. The teacher will explain that there are three types of phrases: noun phrase, verb phrase, and prepositional phrase.

Activity #9: Verb and Prepositional Phrases

Students will complete the verb and prepositional phrases activity in the grade results lesson.

Activity #2: Types of Phrases

Teacher will explain A *phrase* is a group of words that does not have a subject or verb, but the words work as a unit.

Activity #3: Adverb and adjective phrases

Phrases may function as verbs, nouns, adverbs, or adjectives.

Students will complete the adverb and adjectives activity in the grade results lesson.

Students will be working on clauses and types of clauses.

Teacher will explain that a clause is a group of words that contains a subject and a verb. There are two types of clauses: independent and dependent clauses. An independent clause expresses a complete thought. It is called the main clause. A dependent clause does not express a complete thought, and it cannot stand alone. A dependent clause is also called a subordinate clause.

Activity #4: Independent and Dependent Clauses

Break: (10 minutes)

Supplemental:(10 minutes)

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary – Sentence Fragments

Additional Teacher Resources:

Lesson Review: (10 minutes)

Lesson A:

- The central idea is the central thought in a text.
- A text's central idea summarizes what the text is all about.
- The central idea is mostly stated in the very first sentence of a paragraph.
- Sometimes, the central idea needs to be inferred from the passage.
- Theme is the universal idea implied in the text rather than stated openly.
- A theme is a moral, a message, or a lesson learned by characters in a text.
- The theme is never directly stated, while the central idea could be.

Lesson B:

- A phrase is a group of words that does not have a subject or verb, and the words work as a unit.

- A noun phrase consists of a noun or pronoun, and any modifiers and other sounds in the sentence.
- A verb phrase consists of an auxiliary or helping verb and a main verb, and any direct and indirect objects in the sentence. Verb phrases are used to show time - past, present, and future.
- A prepositional phrase consists of a preposition and its object. Prepositional phrases will start with a preposition and end with a noun or pronoun.
- An adverb phrase will answer the question "Where?" "When?" or "How?"
- An adjective phrase modifies a noun or pronoun.
- A clause is a group of words that contains a subject and a verb.
- An independent clause expresses a complete thought. It is also called a main clause.
- A dependent clause does not express a complete thought, and it cannot stand alone.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will reflect on the lesson. The teacher will work with students to complete the Theme Vs. Central Idea Chart activity from grade results lesson A.

Exit Ticket: Identify the theme of today's story?

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 4

Topic/Lesson Title & Grade Results #: Lesson #4 Determine Central Idea and Sentence Patterns

Objective(s): Students will...

Lesson A:

- Read and analyze an informational text to determine the central idea.
- Analyze how the central idea is conveyed through specific details in the text.
- Provide an objective summary of the text.

Lesson B:

- Identify the elements of a sentence.
- Categorize sentences according to their sentence patterns.
- Construct more accurate sentences.

Guiding Question(s):

Define central idea.

What are the central Ideas of the text?

Which key details conveyed the central idea of this text?

What are the components of a summary?

TN Curriculum Standard(s):

6.RL.KID.2a, 6.RI.KID.2

Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Dispersion:** Spreading widely or driving off.
- **Drones:** Stingless male bee in a colony of social bees.
- **Hive:** Store.
- **Indispensable:** Absolutely necessary.
- **Resents:** Feel bitter or indignant about.
- **Tawny:** Of a light brown to brownish-orange color.

Lesson B:

- **Action verb:** A verb that denotes action.
- **Complement:** Any word or phrase that completes the sense of a subject, an object, or a verb.
- **Direct object:** An object following a transitive verb.
- **Intransitive verb:** A verb that does not take a direct object.
- **Linking verb:** A verb that connects the qualities of an object or person to that object or person.

- **Phrase:** A group of words that may have nouns or verbs but lacks a subject or verb.
- **Transitive verb:** A verb that takes a direct object.

Lesson Introduction (I Do): (10 minutes)

Lesson A:

Teachers will introduce the lesson objectives.

In this lesson, we will discuss how to determine the central idea of a text, analyze its development throughout the text, and understand how the central idea is shaped by specific details from the text. We will practice writing an objective summary.

Determine Central Idea of an Informational Text

Students will watch a video in the grade results lesson to help them understand how to identify the central idea in non-fiction passages. The teacher will explain that the central idea of a text informs the readers what the text is all about. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Video #1: Identifying Central Idea

Students will work on understanding ways to find the central idea. The teacher will explain that the central idea is the big idea that the writer wants to communicate to the readers.

Activity #1: Understanding Ways to Find the Central Idea

Students will work on understanding ways to find the central idea. The teacher will explain that the central idea is the big idea that the writer wants to communicate to the readers. It unifies the other ideas mentioned in the text logically to convey the appropriate meaning to readers.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity #2 Finding the Central Idea in a Non-Fiction Text.

Students will be finding the central idea in a non-fiction passage. Students will read “The Queen or Mother Bee.” The teacher will explain that while reading the text, students will look for all points mentioned from the previous page.

Activity #3 Ways to Write an Objective Summary

Students will work on ways to write an objective summary. Teacher will explain that the word “objective” denotes that the text is “not influenced by personal feelings or interpretations.” A summary should be a short statement that provides the central idea or the text’s big idea.

Activity #4 Writing an Objective Summary

Students will practice writing an objective summary. Teacher will explain that students will practice what they learned from the previous page. Students will read the passage: “The Queen or Mother Bee.”

Lesson Introduction (I Do): (10 minutes)

Lesson B:

Students will work on sentence patterns. Teacher will explain that a *sentence pattern* is the way a sentence is organized or arranged. In English, all sentences are organized in *ten patterns* which are determined by the presence and functions of *nouns, verbs, adjectives, and adverbs*.

Lesson Activities (We Do): (20 minutes)

Lesson B:

Activity #5: What is a sentence pattern?

Students will work on sentence patterns. Teacher will explain that a sentence pattern is the way a sentence is organized or arranged.

Activity #6: Linking Verb

Students will work on linking verbs. The teacher will explain that the linking verb is followed by a noun or adjective functioning as a subject complement.

Activity #7: Action Verb

Students will work on action verbs. Teacher will explain an action verb may be either transitive (takes a direct object) or intransitive (does not take a direct object).

Activity #8: Different Terms and Abbreviations

Students will work on different terms and abbreviations used to denote the parts of the sentence pattern. Teacher will explain there are several terms used to identify the parts of each sentence pattern.

Activity #9 Sentence Patterns (I, II, III, IV, V, VI, VII, VIII, IX, X)

Students will work on identifying parts of a sentence. The teacher will explain there are distinct parts of a sentence. Every sentence will have a subject and a verb. Apart from that, there are various constituents like adjectives, adverbs, object, complements, etc. Students will work on some examples:

Break: (10 minutes)

Supplemental: (10 minutes)

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary: Theme in Literature

Additional Teacher Resources:

This is an additional video that can be used if needed. To access this video, check under the external material tab for grade results. Click on Flocabulary. Type in the following title. Please watch and discuss the following video.

Lesson A: Flocabulary: Main Idea & Summarizing

Lesson Review: (10 minutes)

Lesson A:

- The central idea is the foundation of the text.
- The central idea strategy is designed to improve the reading comprehension of students.
- The central idea is the big idea that represents what the writer is trying to say to the readers.
- Writing a factual summary involves incorporating the central idea and supporting details that do not give scope for including an opinion.

Lesson B:

- The way a sentence is organized or arranged is called sentence pattern.
- Verbs of being patterns use a form of the verb *to be* as the main verb in the sentence.

- Linking verb patterns use one of the linking verbs as the main verb in the sentence.
- Action verb patterns use one of many action verbs as the main verb in the sentence.
- Diagramming sentences consists of identifying and naming each part of the sentence according to their functions.
- The transitive pattern has the subject or noun phrase followed by a transitive verb which is followed by a direct object, indirect object, an adjective, or even a noun.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 mins)

Teacher should review the lesson of the day. Students will complete a drop and drag activity from grade results lesson A. Students will drop and drag to match the correct answers.

Exit Ticket: What is the central idea of today's lesson?

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/ 6th

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5: Plot Structure in Fiction, Types of Sentences

Objective(s): Students will

Lesson A:

- Learn how a plot unfolds in a series of episodes in a story.
- Analyze how characters respond as the plot progresses toward a resolution.

Lesson B:

- Understand simple, compound, complex, and compound-complex sentences.
- Know the functions of the different sentence types.

Guiding Question(s):

What is the meaning of plot?

What does the word unfold mean?

How does this story or drama's plot unfold in a series of episodes?

What does the plot have to do with the resolution?

TN Curriculum Standard(s):

6.RL.KID.3

Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Characters:** The people, animals, or other creatures in the story.
- **Climax:** The exciting part of the story in which the problem comes to an end.
- **Element:** A part of something.
- **Gobble:** Eating or swallowing something hurriedly.
- **Introduction:** The basic information about the subject.
- **Plot:** All the actions and events in a story.
- **Setting:** The setting is when and where a story takes place.

Lesson B:

- **Breathtaking:** Very exciting.
- **Adopt:** To begin to have a different manner, method, etc.
- **Deforestation:** The act of cutting down or burning all the trees in an area.
- **Emergence:** The act of becoming known or coming into view.
- **Emphasis:** Special importance or attention given to something.
- **Extinction:** A state or situation when a plant or animal species dies out completely.

- **Heave:** To breathe in and breathe out in a slow or loud way.
- **Indifference:** Lack of interest or concern about something.
- **Optimal:** Best or most effective.
- **Wit:** Ability to say or write things in a clever and funny way.

Lesson Introduction (I Do): (10 minutes)

Lesson A:

In this unit, the student will be learning about themes, central ideas, elements of the story, and how all of them help to create a work of fiction.

In this lesson, you will be learning how individuals, events, or ideas develop and interact over the course of a text.

Video #1: Elements of Story

Students will watch a video in the grade results lesson to help them understand when the elements of a story are correctly used. Students will be working on story elements. The teacher will explain that there are five elements based on which a story is built. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Activity #1: Setting

Students will be working on understanding the story element of setting. The teacher will explain that the setting is when and where a story takes place.

Activity #2: Characters

Students will be working on understanding the story element of characters. The teacher will explain that the characters are the next important part of the story.

Activity #3: Plot

Students will be working on understanding the story element of plot. The teacher will explain that all the actions and events in a story are called plot.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity #4: Story: “Little Red Riding Hood”

Students will be reading the story, “Little Red Riding Hood.” The teacher will explain that they will read the story to find out how the elements are used.

Activity #5: Elements of Story in Little Red Riding Hood

Teacher will tell the students as they read the story, focus on the setting, characters in the story, conflict, and plot.

Activity #6: Role of Characters in Little Red Riding Hood

Students will read about the characters in Little Red Riding Hood. Teacher will explain that the main characters in this story are Little Red Riding Hood, Grandmother, woodsman, and the big bad wolf.

Lesson Introduction (I Do): (15 minutes)

Lesson B:

In this unit students will work to know the functions of the different sentence types.

In this lesson students will work to understand simple, compound, complex, and compound-complex sentences.

Activity #7: Dependent and Independent clauses

Students will be working with independent and dependent clauses. The teacher will explain that if a clause expresses a complete thought, it is called an independent clause. If a clause does not express a complete thought, it is called a dependent or subordinate clause.

Lesson Activities (We Do): (20 minutes)

Lesson B:

Activity #8: Simple Sentence & Functions of Simple Sentences

Students will work with types of sentences and their functions. The teacher will explain that there are several types of sentences: simple sentences, compound sentences, complex sentences, and compound-complex sentences. Sentences that have only one independent clause are called simple sentences. Sentences that have two or more independent clauses are called compound sentences. A complex sentence has an independent clause joined with one or more dependent clauses. A sentence that has two independent clauses and one or more dependent clauses is called a compound-complex sentence. Students will complete the following activities from the grade results lesson.

Students will work on simple sentences and their functions. The teacher will explain a sentence that has only one independent clause and no dependent clause is called a simple sentence.

Activity #9: Compound Sentences & Functions of Compound Sentences

Students will be working on compound sentences and their functions. The teacher will explain that a sentence that has two or more independent clauses without a dependent clause is called a compound sentence. Students will complete the simple and compound sentences activity.

Activity #10: Complex Sentences & Functions of Compound Sentences

Students will work on complex sentences and their functions. The teacher will explain that a complex sentence has an independent clause joined with one or more dependent clauses.

Activity #11: Compound - Complex sentences & Functions of Compound – Complex sentences

Students will be working on compound – complex sentences and their functions. The teacher will explain that a sentence that has two independent clauses and one or more dependent clauses is called a compound -complex sentence.

Break: (10 minutes)

Supplemental: (10 minutes)

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary: Simple and Compound Sentences

Additional Teacher Resources:

Lesson Review: (10 minutes)

Lesson A:

- The five essential elements of a story are: setting, character, conflict, plot, and conclusion.
- Setting indicates the time and place of a story.
- Characters are the people, animals, or other creatures in the story. The two major characters are the hero and the villain.
- The plot indicates the actions and events in a story. It has an exposition, rising action, climax, falling action, and the resolution.

Lesson B

- If a clause expresses a complete thought, it is called an independent clause.
- If a clause does not express a complete thought, it is called a dependent or subordinate clause.
- A sentence that has an independent clause and no dependent clause is called a simple sentence.
- Simple sentences are used to ask questions, form imperatives and exclamations.
- A sentence that has two or more independent clauses without a dependent clause is called a compound sentence.
- Compound sentences are used to compare and contrast ideas and show relationships between clauses.
- A complex sentence has an independent clause joined with one or more dependent clauses.
- Complex sentences are used to expand ideas and build details.
- A sentence that has two independent clauses and one or more dependent clauses is called a compound-complex sentence.
- Compound-complex sentences are used to describe a chain of events and supply more information on a subject.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

The teacher will review the lesson for the day. Students will complete the types of sentences drag and drop activity from the grade results in Lesson B. Students must drag the items from the bottom of the page and drop them next to the correct answers.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/ 6th

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6: Connections in Text, Maintain Consistent Tone and Style

Objective(s): Students will

Lesson A:

- Describe ways of making connections in a text, including connections between individuals, events, and ideas.
- Explain techniques used in making connections in a text.
- Analyze a text to identify connections.

Lesson B:

- Establish a specific style and tone in your writing and maintain it consistently.
- Ensure that the style matches the purpose of writing or speaking.

Guiding Question(s):

What type of literary text is this – a story or a drama(play)? How do you know?

Describe how this story or drama's plot unfolds in a series of episodes.

How does the character respond or change as the plot moves toward a resolution?

TN Curriculum Standard(s):

6.RL.KID.3a, 6.RI.KID.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Character:** A person in a work of fiction.
- **Comparison:** A way of looking at the similarities and differences between two things.
- **Event:** Something that happens in a story.
- **Theme:** An important idea that appears several times in a story.

Lesson B:

- **Ambiguity:** Something that conveys more than one meaning.
- **Consistent:** An action that is performed in a same manner over time.
- **Humorous:** Something or someone that is funny and invokes laughter.
- **Optimistic:** Thinking positively.
- **Pessimistic:** Thinking negatively.
- **Recipient:** Receiver of something like a letter, email, or award.
- **Style:** The choice of words and sentence patterns that a writer uses.
- **Subject-line:** A section of an email that conveys the topic of the email to the recipient.
- **Tone:** The manner in which something is said or written.

Lesson Introduction (I Do): (10 minutes)**Lesson A:**

In this unit we will analyze a text to identify connections.

In this lesson we will describe ways of making connections in a text, including between individuals, events, and ideas. We will be able to explain techniques used in making connections in a text.

Activity #1: Identifying Connections in Text

Students will work on Identifying connections in text. Teachers will explain that as students learn to analyze text, they will find that they are full of connections between individuals, events, and ideas. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Activity # 2: Connections between Characters

Students will work on identifying connections between characters. Teachers will explain that the four sisters in the story “Little Women” had very different personalities.

Activity #4: Connections between Characters and Events

Students will work on identifying connections between characters and events. Teachers will explain that there are strong connections between characters and events in *Little Women*.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:**Activity #8: Connections among characters, events, and ideas**

Students will work on connections among characters, events, and ideas. Teachers will explain that within a text, there are important connections among characters, events, and ideas as well.

Lesson Introduction (I Do): (10 minutes)**Lesson B:**

In the previous lesson, students learned how to vary sentence patterns for meaning, reader/listener interest, and style. Continuing the topic of style and tone, this lesson will teach students how to maintain a consistent communication style and tone; be it while writing or speaking.

Video #1: Importance of Tone in informal and formal writing

Students will watch a video to get a brief introduction to the importance of tone in informal and formal writing. Teachers will explain that tone and style are two important qualities of communication. The teacher will explain that this lesson will examine how tone and style play a key role in writing and speaking in an informal and formal context.

Activity#5: Tone

Students will work on tone. Teachers will explain that tone is defined as a specific way in which a writer or speaker uses words in their writing or speech to convey non-verbal observations about specific subjects.

Activity#6: Style

Students will work on writing style. Teachers will explain that a subtle difference exists between style and tone in communication, and some people often use the terms interchangeably. Style refers to the way writing is put together.

Activity#7: Scenarios and Sample Writing

Students will look at scenarios and sample writing. Teachers will explain that in this section, different scenarios will be presented along with a sample writing for each scenario.

Lesson Activities (We Do): (20 minutes)

Lesson B:

Video #2: Writing Letters and Emails.

Students will watch a video on writing letters and emails.

Activity#9: Communication and its purpose

Students will be working on communication and its purpose. Teachers will explain that any form of communication should match its intended purpose. Communication that is clear, direct, informative, and honest always achieves its purpose.

Break (10 minutes)

Supplemental: (10 minutes)

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary: Tone and Mood

Additional Teacher Resources:

Lesson Review: (10 minutes)

Lesson A:

- When we analyze texts, we find that there are connections among individuals, events, and ideas.
- Writers use each character's style of speaking to reveal something about their personality.
- Within a text, there are important connections among characters, events, and ideas.

Lesson B:

- Tone and style should be consistent in communication.
- Style refers to the choice of sentence patterns and words.
- Tone refers to how something is said or written.
- If a writer mixes up tone and style, it can confuse the reader.
- When writing a letter or an email, one should use a tone and style relevant to the recipient's age, status, and position.
- A formal tone and style are used in academic and professional writing.
- An informal tone and style are used when writing to family and friends.
- The subject-line should convey the contents of the email and interest the recipient to read the email fully.
- Any form of communication should be clear and match its intended purpose.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review. Exit Ticket: What surprised you about the lesson today? What is unclear?

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 7

Topic/Lesson Title & Grade Results #: Lesson 7: Understand Figurative Language

Objective(s): Students will...

Lesson A:

- Determine the meaning of words and phrases, including figurative and connotative meanings.
- Analyze the impact of a specific word choice on meaning and tone.

Lesson B:

- Interpret figures of speech.
- Use word relationships to clarify meaning.
- Identify the direct meaning of a word (denotation).
- Identify the secondary meaning of a word (connotation).

Guiding Question(s):

How does the author's choice of words affect the meaning of the text?

How does the author's use of specific types of figurative language affect the meaning of the text?

TN Curriculum Standard(s):

6.RL.CS.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Compare:** Find out the similarities.
- **Idiom:** A set of words or a phrase which means something more than its literal meaning.
- **Literal:** Truth or fact; actual.
- **Metaphor:** A comparison of two things without using *like* or *as*.
- **Simile:** A comparison of two things using *like* and *as*.
- **Task:** A job for someone to do.
- **Technique:** A practical method, skill, or art applied to a particular task.

Lesson B:

- **Analogy:** A comparison of two different things that are alike in some way.
- **Antonyms:** Words that are opposite in meaning.
- **Connotation:** The idea that is suggested or the feelings associated with it.
- **Denotation:** The literal meaning or the dictionary meaning.
- **Literal:** The true meaning without any emotional meaning.
- **Synonyms:** Words that have the same meaning.

Lesson Introduction (I Do): (10 minutes)

Lesson A:

Teachers will introduce the lesson objectives.

Students will work with Figurative Language. Teachers will explain that writers often employ figurative language to convey their ideas.

Activity#1: Figurative Language

Students will be working with similes, metaphors, idioms and personification. Teachers will explain that a simile is a comparison between things using the words like or as and a metaphor is a comparison between unlike things that do not use the words like or as. An idiom is a set of words or a phrase which means something more than its literal meaning. Personification is giving human qualities to non-human forms. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Video #1: Simile and Metaphor

Students will be working on similes and metaphors. Teachers will explain that students will watch a video to learn more about similes and metaphors.

Activity#2: Similes

Teacher will explain A simile is a comparison between things. The comparison is achieved using the words *like* or *as*.

Activity#3: Metaphors

Teachers will explain that a metaphor is a comparison between unlike things. It does not contain the words *like* or *as*.

Activity#4: Idioms

Teacher will explain an idiom is a set of words or a phrase which means something more than its literal meaning. Writers use different techniques and writing styles to express their thoughts.

Activity#5: Personification

Students will be working on personification. Teachers will explain that personification is giving human qualities to non-human forms.

Word Choice

Students will also work on the impact of word choice. Teacher will explain that words provide meaning, tone, and mood. A change in the choice of words results in a change in the meaning, mood, and tone of the sentence.

Activity#6: "Coral Island by R.M. Ballantyne"

Students will read "Coral Island by R.M. Ballantyne" and conduct an analysis of word choice.

Students will work on analyzing word choice in Coral Island. Teachers will ask students: How does the author convey the feeling of Peterkin about the ripple in the sea? How does the author convey the feeling of Jack about the ripple in the sea? Students will complete a sorting activity.

Activity#7: Analysis of Word Choice- Coral Island

Lesson Introduction (I Do): (10 minutes)**Lesson B:**

The teacher will introduce the lesson objectives.

In this lesson, we will discuss how figurative language are used to determine the meaning of the context.

Activity#2: Introduction**Lesson Activities (We Do): (25 minutes)****Lesson B:**

Teacher will introduce the lesson objectives.

In the previous lesson, you learned how to distinguish among words with similar definitions and meanings. In this lesson, you will learn how to acquire and use grade-appropriate academic and domain-specific words. You will learn how to enhance and improve your vocabulary.

Activity #8: Introduction

Students will continue working with figurative language. Teacher will explain that writers stretch their imagination by using words in a non-literal way. This way of using the language is called figures of speech. Writers use many figures of speech.

Activity#8: Simile

Students will continue working on similes.

Activity#9: Metaphor

Students will continue working on metaphors.

Activity#10: Figurative Language Activity

Students will complete the figurative language activity.

Activity#11: Personification & Hyperbole

Students will continue working on personification and hyperbole.

Activity#12: Figurative Language Activity

Students will complete another activity on figurative language.

Teacher will explain that Words have relationships among themselves. Some words have close dictionary meanings and are called synonyms. The dictionary meanings are called the denotative meaning of words. Few words can have emotional or suggestive meanings or secondary meanings, which are called connotative meanings.

Activity#13: Relationship between particular words

Teachers will explain that one another method of looking at relationships is through the use of word analogies. Students will complete the relationship between word pairs activity.

Activity#14: Relationship between Word Pairs - Activity**Break: (10 minutes)****Supplemental: (10 mins):**

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary: Figurative Language

Additional Teacher Resources:

These additional videos can be used if needed. To access these videos, check under the external material tab in grade results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Lesson A: Flocabulary: Personification

Lesson B: Flocabulary: Similes & Metaphors

Lesson Review: (10 minutes)

Lesson A:

- A simile is a figure of speech that compares two unlike things using the words "like" and "as."
- A metaphor is a comparison without the use of words "like" and "as."
- Personification is giving human qualities to non-human forms.
- An idiom is a set of words or a phrase which means something more than its literal meaning.
- Idioms are used:
 - a. To make the language colorful.
 - b. To express long and complex ideas in a short and simple way.
 - c. To form a clear picture in our minds.
 - d. To help us look at words and phrases from many angles.
- We can identify an idiom in a sentence by understanding that its literal meaning does not fit the context.
- Words provide meaning, tone, and mood. A change in the choice of words results in a change in the meaning, mood, and tone of the sentence.
- The tone is the attitude of the speaker, and the mood is the atmosphere in a text, or the feeling created in the reader.

Lesson B:

- Writers create an effect through words which makes the readers glued to the story.
- A simile compares one thing with another using the words "like" or "as."
- A metaphor compares one thing with another WITHOUT using the words "like" or "as."
- Personification is giving human characteristics to non-human subjects.
- Hyperbole is the use of exaggeration to emphasize an idea.
- The denotative meaning of a word is its dictionary definition, its actual, literal meaning.
- The connotative meaning of a word is the suggested meaning, or the feelings associated with it.
- An analogy is a comparison of two different things that are alike in some way.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review. Exit Ticket: Write one question you have about the lesson? What's one thing you learned from the lesson today?

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8: Strategies to Improve Vocabulary

Objective(s): Students will

Lesson A:

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- Determine the technical meaning of particular words and phrases based on context.

Lesson B:

- Provide a statement demonstrating the accurate use of grade-appropriate vocabulary.
- Use general academic and domain-specific words important to the comprehension of a text.

Guiding Question(s):

How can I learn and use academic vocabulary appropriately?

How can I learn and use domain-specific vocabulary appropriately?

TN Curriculum Standard(s):

6.RI.CS.4a

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Connotation:** An idea or feeling that a word evokes in a person in addition to its literal or primary meaning.
- **Diction:** The words a writer chooses to communicate his or her message.
- **Figurative language:** Language that departs from the literal meanings of words; metaphorical.
- **Literal definition:** The most basic or usual meaning of a word.
- **Metaphor:** A figure of speech in which a word is applied to an object or action to which it is not literally applicable.
- **Onomatopoeia:** The use of words whose sounds are associated with their meanings.
- **Personification:** A figure of speech in which human qualities are attributed to an inanimate object.
- **Simile:** A comparative figure of speech similar to a metaphor but using the word "like" or the word "as".
- **Tone:** The writer's attitude toward their subject, audience, or self.

Lesson B:

- **Chlorophyll:** A pigment present in green plants that lets them convert sunlight into energy.
- **Constellation:** A group of stars.
- **Context Clues:** Words or phrases that help the reader find the meaning of an unknown word.
- **Distinguish:** Differentiate.
- **Enhanced:** Improved.

- **Galaxy:** A system of stars, planets, and other celestial bodies.
- **Meteorological Department:** Government agency responsible for giving weather updates and warnings about any natural disaster.
- **Pandemic:** An infectious disease that has affected the whole world.
- **Photosynthesis:** The process by which green plants convert sunlight into energy with the chlorophyll present in them.
- **Severance Pay:** The money given to an employee when he / she is asked to leave the organization where they are working.

Lesson Introduction (I Do): (10 minutes)

Lesson A:

Teacher will introduce lesson objectives.

In this lesson, we will discuss how to determine the meaning of words and phrases as they are used in a text, and also to determine the technical meaning of particular words in context.

Activity# 2: Why is vocabulary Important?

Students will work with vocabulary and understanding why vocabulary is important in this lesson. The teacher will explain that word refers to the words a writer chooses in his or her work. Word choice is also called diction. It is important to understand the definitions of the words you read. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (20 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity#3: Vocabulary to Determine Meaning

Students will be working with vocabulary to determine meaning. Teachers will explain the importance of understanding the definitions of the words you read. Teachers will also explain to the students that to improve their vocabulary, they must take time to look up the words in the dictionary.

Activity#4: Figurative Language

Students will be working with figurative language. The teacher will explain that Figurative Language is present in nearly all creative texts. It may be in the form of simile, metaphor, personification, or onomatopoeia. The teacher will explain that in the following activities, they will work more with vocabulary.

Video#1: Difference between Figurative and Literal Meaning

Students will watch a video on the difference between figurative and literal meaning.

The teacher will explain that some informational texts have words with technical meanings. These words are specific to the topic or subject under discussion, and they have specific meaning.

Activity#5: Technical Meanings

Students will work with context clues. The teacher will explain that context clues can be classified into multiple types. The types of context clues are as follows: definition context clues, synonym or restatement context clues, antonym or contrast context clues, comparison context clues, and explanation/illustration context clues.

Activity# 6: Types of Context Clues

The teacher will explain to the students that they will learn more about these different types of context clues in the lesson today.

Activity#7: Identifying Words with Technical Meanings

Students will be working on identifying words with technical meanings. The teacher will explain that the students will read an informative passage on pipe-organs and identify the words with technical meanings.

Video# 2: Introduction to Reading Skills: Context Clues

Students will watch a video on context clues.

Activity#8: Identifying Words with Technical Meanings

Students will continue working on identifying words with technical meanings. The teacher will explain that students will read the passage from “The Schoolbook of Forestry” by Charles Lathrop Pack, and then determine the technical meaning of some of the words in the passage.

Activity#9: Technical Meanings

Students will complete an activity on technical meanings from the grade results lesson.

Lesson Introduction (I Do): (10 minutes)

Teacher will introduce lesson objectives.

Students will continue working with figurative language. Teacher will explain that writers write in a way that they convey their intended meaning through the choice of their words. By using choice of words, writers create an effect which makes the readers glued to the story.

Lesson B:

Activity# 1: Introduction

The teacher will explain that an important facet of writing and speaking is enhancing one’s vocabulary. A simple definition of the word “vocabulary” is “The body of words used in language.”

Lesson Activities (We Do): (25 minutes)

Lesson B:

Activity#10: Accurate Use of Grade-Appropriate Vocabulary

The teacher will explain that in this section, students will work on several scenarios in which statements will have to be structured and written.

Activity# 11: Usage of Domain-specific words to Aid Comprehension of Text

Teacher will explain that each subject has its own set of domain-specific words that are specific to the subject and convey a specific meaning and to understand the specific meaning of a word, the reader (the student) might have to follow a context clue used by the author to understand the meaning of an unknown word.

Activity#12: Sample Paragraphs

In this activity, students will read sample paragraphs and their analysis.

Break: (10 minutes)

Supplemental: (10 minutes):

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary- Tone & Mood

Additional Teacher Resources:

This additional video can be used if needed. To access this video, check under the external material tab in grade results. Click on Flocabulary. Type in the following title. Please watch and discuss the following videos.

Lesson A: Flocabulary: Context Clues**Lesson Review: (10 minutes)****Lesson A:**

- Word choice, also called diction, refers to the words a writer chooses in his or her work.
- Connotation is the idea or feeling that a word evokes in addition to its original meaning.
- The use of figurative language allows authors to express ideas very creatively.
- Personification is the attribution of human qualities to inanimate objects.
- A simile is the comparison of two things using the words "like" or "as."
- A metaphor is the comparison of two things without the use of words "like" or "as."
- Onomatopoeia is the use of words whose sounds are associated with their meanings.
- Tone -- serious, light, sad, or funny -- is the writer's attitude toward the subject.
- There are words specific to the topic or subject under discussion and they have specific meanings; these are called technical meanings.
- Context clues are hints that the author gives to help define a complicated or unusual word.

Lesson B:

- It is important for an individual to improve his/her vocabulary to become effective at communication.
- Vocabulary can be improved by reading a lot, speaking with others, making a list of unknown words and their meanings, and writing or summarizing long passages.
- Using the right words at the right time comes with practice.
- Different context clues can be used by a writer to convey the meanings of unknown words.
- Domain-specific vocabulary can be used in subject-specific content and requires the reader to analyze the text carefully.
- Key words should be identified in a passage or a sentence to understand the core topic.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review. Exit Ticket: What tools can you use to help you find the meaning of words?

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 9

Topic/Lesson Title & Grade Results #: Lesson 9: Elements of Story, Comma Usage

Objective(s): Students will

Lesson A:

- Describe the elements of a story.
- Understand the use of specific details toward theme, setting, and plot.

Lesson B:

- Apply the rules of commas in a variety of sentences.
- Write sentences using the comma correctly in a variety of contexts.

Guiding Question(s):

How does the text structure help me understand the text?

Why does the structure of the text matter?

What are the differences between text structures in different types of text?

TN Curriculum Standard(s):

6.RL.CS.5

Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Characters:** The people, animals, or other creatures in the story.
- **Climax:** The exciting part of the story in which the problem comes to an end.
- **Element:** A part of something.
- **Gobble:** Eating or swallowing something hurriedly.
- **Introduction:** The basic information about the subject.
- **Plot:** All the actions and events in a story.
- **Setting:** The setting is when and where a story takes place.

Lesson B:

- **Appositive:** A noun or noun phrase that modifies another preceding noun.
- **Clause:** A group of words with a subject and a verb. If a clause can stand on its own, it is an *independent clause*. If it needs another clause to give a complete meaning, then it is a *dependent clause*.

- **Direct speech:** A reported/quoted speech that must be surrounded by quotation marks and without modification.
- **Phrase:** A group of words with no subject or verb.
- **Question tag:** A short question that is added to a statement to turn it into a question.
- **Series:** A succession of related or similar things.

Lesson Introduction (I Do): (10 minutes)

Lesson A:

Teacher will introduce lesson objectives.

In this lesson, we will work to understand the elements of the story, and how the use of specific details help contribute to the development of the theme, setting, or plot

Activity# 1: Elements of a story

Students will work on elements of a story. The teacher will explain that all stories contain five story elements, and each element has a certain job in a story. These elements are setting, characters, conflict, plot, and conclusion. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (20 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity#1: Elements

Students will work on the setting, characters, and plot. Teachers will explain that the setting is when and where a story takes place. Characters are the people, animals, or other creatures in the story. The plot is all the action and events in a story.

Activity#2: Setting

Students will work with setting. Teachers will explain that the setting is when and where a story takes place.

Activity#3: Characters

Students will work with characters. The teacher will explain that the next important part of a story is the characters. The characters are the people, animals, or other creatures in the story.

Activity#4: Elements of a story

Students will work on elements of a story by completing the following activity in the grade results lesson.

Activity#5: Plot

Students will work on analyzing and understanding the story element of plot. The teacher will explain that all actions and events in a story are called the plot.

Activity#6: Details that Contribute to the Development of the Theme, Setting, or Plot

Students will work on details that contribute to the development of the theme, setting, or plot. The teacher will explain that the theme is a message the author tries to convey to the readers.

Lesson Introduction (I Do): (10 minutes)

Lesson B:

Teacher will introduce lesson objectives.

In this lesson we will apply the rules of commas in a variety of sentences and write sentences using the comma correctly in a variety of contexts.

Video#1: Using Commas

Students will work on using commas and the rules of comma usage. The teacher will explain that they will begin the lesson by watching a video about using commas. Students will watch a video about using commas.

Lesson Activities (We Do): (25 minutes)

Lesson B:

Activity# 8: Rules of Comma Usage

Students will work on using commas and the rules of comma usage. Teacher will explain that a comma is used after each item in a series of at least three items and a comma is used after each phrase in a series in a sentence.

Break: (10 minutes)

Supplemental: (10 mins)

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary: Five Elements of a Story

Additional Teacher Resources:

These additional videos can be used if needed. To access these videos, check under the external material tab in Grade Results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Lesson B: Flocabulary: Colons & Semicolons

Lesson B: Flocabulary: Commas

Lesson Review: (10 minutes)

Lesson A:

- The five essential elements of a story are: setting, character, conflict, plot, and conclusion.
- Setting indicates the time and place of a story.
- Characters are the people, animals, or other creatures in the story. The two major characters are the hero and the villain.
- The plot indicates the actions and events in a story. It has an introduction, a problem, a climax, and a conclusion.

Lesson B:

- A comma is used to separate items in a series.
- A comma is used to separate direct addresses and direct speech.
- A comma is used to set off appositives.
- A comma is used to separate introductory words/phrases.
- A comma is used to separate dependent clauses and independent clauses.
- A comma is used to separate two independent clauses.
- A comma is used to set off contrasting phrases and question tags.

- A comma is used to separate date and year.
- A comma is used to separate city and state.
- A comma is used to separate name and title.
- A comma is used to separate parts of an address.

Independent Work – Posttest (They Do): (30 mins)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review. Students will complete the Drag and drop activity 12 in grade results lesson A to match the correct answers.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 10

Topic/Lesson Title & Grade Results #: Lesson 10: Analyzing the Structure of Texts, Punctuation

Objective(s): Students will

Lesson A:

- Analyze how smaller parts of a text fit into the overall structure of a text.
- Examine how a particular sentence, paragraph, or parts of a text contribute to the development of ideas.

Lesson B:

- Learn the definition of punctuation.
- Know the various punctuation marks and their definitions.
- Identify the different punctuation marks used in different contexts.

Guiding Question(s):

How does the text structure help me understand the text?

Why does the structure of the text matter?

TN Curriculum Standard(s):

6.RI.CS.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Elongate:** To lengthen; to extend
- **Enhance:** Improve
- **Equinox:** The time when the sun enters one of the equinoctial points, that is, about March 21 and September 22.
- **Frigid:** Cold; wanting heat or warmth
- **Illuminate:** To light up
- **Linguistic:** Relating to language
- **Obliquity:** Deviation from a right line
- **Outlandish:** Rude and barbarous
- **Sanitary:** Relating to health

Lesson B:

- **Clause:** A clause is a group of words containing a subject and verb which forms part of a sentence.
- **Comma:** A punctuation mark (,) used to indicate a pause within a sentence.
- **Exclamation mark:** A punctuation mark (!) used after a sentence expressing a strong emotion.

- **Independent clause:** A sentence with subject and predicate that stands alone to give a complete thought.
- **Period:** A punctuation mark (.) that is placed at the end of a declarative sentence.
- **Phrase:** A group of words which forms a part of a sentence.
- **Question mark:** A punctuation mark (?) used at the end of an interrogative sentence.
- **Semicolon:** A mark of punctuation (;) used to connect independent clauses that show a close relationship.
- **Serial comma:** The comma used between the last two words in a series.
- **Series:** A list of three or more nouns, verbs, or adjectives.

Lesson Introduction (I Do): (10 mins)

Lesson A:

The teacher will introduce lesson objectives.

In this lesson, we will discuss how a particular sentence, paragraph, or parts of text contribute to the overall development of ideas.

Activity#1: Introduction

Students will work on text structures and the cause and effect of text structure. The teacher will explain that text structure refers to how the text is organized. There are different organizational patterns that the authors use to fulfill their purpose behind writing a text. The purpose of organizing your writing in cause-and-effect style is to explain why or how something happened. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Students will look at some of the popular text structures in which the authors use to organize and develop their ideas.

Activity#2: Text Structure

Students will watch a video that explains the structure of informational text.

Video#1: The Structure of Informational Texts

Students will work on understanding the transition words used in developing ideas. The teacher will explain that transition words enhance the readability of your writing and connects one idea to another. There are four types of transitions. They are as follows: Additive, Adversative, Casual, and Sequential transitions.

Activity#3: Understanding the Transition Words Used in Developing Ideas

Students will work on linguistic devices that contribute to the development of ideas. Teacher will explain that these devices are correlative conjunctions and conjunctive adverbs.

Activity#4: Linguistic Devices that contribute to the development of ideas.

Students will work on conjunctive adverbs. Teacher will explain that a conjunctive adverb connects two independent sentences or clauses. The teacher will also explain that a conjunctive adverb modifies two independent clauses and joins them together like coordinating conjunctions.

Activity#5: Conjunctive Adverbs

Students will work on using transitions to develop ideas. The teacher will tell students that they will look at a few examples from different texts and then analyze how the transitions words, phrases, sentences, and paragraphs fit into the overall structure of the text and help develop the ideas.

Activity#6: Using Transitions Elements for Developing Ideas

Lesson Introduction (I Do): (10 mins)

Lesson B:

Teacher will introduce lesson objectives.

In this lesson we will learn about the various punctuation marks and their definitions. We will be able to identify the different punctuation marks used in different contexts.

Lesson Activities (We Do): (20 minutes)

Students will work with punctuation: periods, commas, semicolons, colons, and question marks. The teacher will explain that punctuation marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud.

Lesson B:

Students will work on punctuation lessons. The teacher will tell students to remember that punctuation marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud.

Activity #7: Punctuation

Students will work on the ending punctuation of periods. The teacher will explain that a period represents the greatest pause and separation.

Activity#8: Period

Students will work with commas. The teacher will explain that a comma in writing is like a pause within the sentences.

Activity#9: Comma

Students will work with semicolons. The teacher will explain that a semicolon is used to separate parts of a sentence or list.

Activity#10: Semicolon - Punctuated (;)

Students will work with colons. Teacher will explain that a colon is used after a word introducing a quotation, an explanation, an example or a series, and after the salutation of a business letter.

Activity#11: Colon – Punctuated (:)

Students will work on question marks. The teacher will explain that a question mark is mostly placed after the interrogative sentences.

Activity#12: Question Mark - Punctuated (??)

Students will complete the punctuation quick check activity.

Activity#12: Quick Check Activity

Break: 10 minutes

Supplemental: (10 mins):

Flocabulary: Text Structure

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Additional Teacher Resources:

Lesson B: Flocabulary: End Punctuation

This additional video can be used if needed. To access this video, check under the external material tab in grade results. Click on Flocabulary. Type in the title listed below. Please watch and discuss the following video.

Lesson Review: (10 Minutes)

Lesson A:

- Writers choose particular sentences, paragraphs, chapters, or sections of a text that fit in the overall text and help develop the overall structure.
- Authors use appropriate choice of words, syntax, and linguistic devices such as complex sentences, correlative conjunctions, specific nouns, verbs, and adjectives to fulfill their purpose in writing a text.
- The purpose of organizing a writing in cause-and-effect style is to explain why or how something happened.
- The purpose of organizing a writing in problem-solution structure is to tell about a problem or explain why there is a problem, and then give one or more possible-solutions.
- The purpose of organizing a writing in compare-contrast structure is to tell how two or more things are similar and different to one another.
- The purpose of writing a descriptive paragraph is to explain or describe a person, object, event, or a place by providing their features, characteristics and/or examples.
- In proposition and support text structure, the author presents a passage with an idea or a claim and supports it with reasons, details, and examples.
- In spatial order, ideas are arranged according to their physical position or relationships.
- Authors use appropriate linguistic devices that contribute to developing ideas.
- Transition words improve the readability of your writing and connect one idea to another.

Lesson B:

- Punctuation marks are symbols that indicate the structure and organization of written language as well as intonation and pauses to be observed when reading aloud.
- The following are the principal punctuation marks:
 1. Period - marks the end of a declarative or an imperative sentence. Use a period to end a complete sentence.
 2. Comma - it is like a pause within the sentence
 3. Semicolon - used to separate two parts of a sentence that are closely related.
 4. Colon - used after a word introducing a quotation, an explanation, an example, or a series.
 5. Question mark - mostly placed after the interrogative sentences.
 6. Exclamation mark - used to denote strong emotions.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review. Students will complete the Drag and Drop Activity from Lesson B to match the correct sentence stem to the answer choices.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 11

Topic/Lesson Title & Grade Results #: Lesson 11: Point of View, Pronoun-Antecedent Agreement

Objective(s): Students will

Lesson A:

- Explain the author's point of view through tone, word choice, and style.
- Read, analyze, and annotate to show how an author develops the point of view of the narrator in a text.
- Understand how the author directs readers' attention towards the details, opinions, or emotions by manipulating the point of view.

Lesson B:

- Define and identify pronouns.
- Define and identify pronoun antecedents.
- Analyze how a pronoun agrees with its antecedent to make the meaning of a sentence clear.

Guiding Question(s):

How does the difference between first and third person influence how the story is told?

Who is telling the story in this selection?

How does the narrator's point of view influence the actions in the story?

TN Curriculum Standard(s):

6.RL.CS.6

Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Alder:** Wood of any of various alder trees.
- **Brook:** A natural stream of water smaller than a river.
- **Cascade:** Rush down in big quantities.
- **Decorum:** Manners and conduct.
- **Fringe:** Surrounded by a border.
- **Hollow:** Having space or gap.
- **Indiscreet:** Quick to reveal matters that should remain private.
- **Intricate:** Having many complex things.
- **Point of view:** The perspective from which the author tells a story.
- **Reproachful:** In a disapproving manner.
- **Traverse:** Travel across or pass over.

Lesson B:

- **Agreement:** The consistency in English grammar with respect to person, number, and gender.

- **Antecedent:** A preceding word that identifies a later word (usually a pronoun) in a sentence.
- **Feminine:** The English grammatical gender that refers to females (especially girls or women).
- **Masculine:** The English grammatical gender that refers to males (especially men or boys).
- **Pronoun:** A word used as a replacement for a noun.

Lesson Introduction (I Do): (10 mins)

Lesson A:

The teacher will introduce the lesson objectives.

In the previous lesson, we discussed how each sentence, chapter, scene, or stanza contributes to the overall development of the story. In this lesson, students will be able to assess how point of view or purpose shapes the writing and the style of the text.

Activity#1: Introduction

Students will work with the literary element of point of view. Teacher will explain that point of view refers to the angle or perspective from which the author narrates a text. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (25 mins)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity#2: Different Points of View

Students will work with the author's point of view. The teacher will explain that the point of view refers to the perspective that the author holds in connection to the events in the story. The teacher will also explain that there are three primary points of view. They are first-person, second person, and third person.

Video #1: Point of View

The teacher will explain that point of view helps the readers to understand the development of characters and events in a story.

Activity#3: First-Person Point of View & Features of First-Person Point of View

Teacher will explain that an author adopts the first-person point of view to narrate the tale as if he or she is one of the characters in the story.

Activity#5: Second-person point of view

Teacher will explain that in second-person point of view, the narrator seems to address the reader directly by using the pronoun you.

Activity#6: Third-Person Point of View

The teacher will explain that the most common among all literary viewpoints is the third – person point of view. It is indicated by the use of the pronouns he, she, it, they, them, and their.

Activity#7: Determining Point of View

Teacher will explain to the students that in the next activities, students will be working with determining the point of view. The teacher will explain that the plot, the description that the story demands, tone, opinion, dialogue, word choice – all determine the point of view employed in the story.

Activity#8: Understanding How an Author Develops the point of View of a Character in a Text.

Students will complete an activity on how an author develops the point of view of a narrator or a character in a text.

Activity #9: Practice Activity

Students will practice identifying the point of view used in literary works and analyzing the reason for the writers to choose the same.

Lesson Introduction (I Do): (10 mins)

Teacher will introduce the lesson objectives.

In this unit we will analyze how a pronoun agrees with its antecedent to make the meaning of a sentence clear. In this lesson we will define and identify pronouns. We will define and identify pronoun antecedents.

Lesson B:

Activity #10: Pronouns

Students will be working on pronouns. Teacher will explain that pronouns take the place of nouns.

Activity #11: Antecedent

Students will work on antecedents. Teacher will explain that an antecedent is a preceding word that identifies a later word (usually a pronoun) in a sentence.

Lesson Activities (We Do): (20 mins)

Lesson B:

Activity# 11: Why should a Pronoun and its Antecedent Agree?

Students will work on pronoun-antecedent agreement. Teacher will explain a pronoun must agree with its antecedent to make the meaning of the sentence clear and avoid confusion.

Activities# 12: Pronoun Antecedent Agreement

Students will complete three activities on pronoun antecedent agreement.

Break: 10 minutes

Supplemental: (10 mins):

Flocabulary – Point of View

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Additional Teacher Resources:

Lesson B: Flocabulary - Pronouns

This additional video can be used if needed. To access the video, check under the external material tab in grade results. Click on Flocabulary. Type in the following title. Please watch and discuss the following video.

Lesson Review: (10 minutes)

Lesson A:

- Point of view refers to the perspective from which the author tells a story.
- The point of view helps the reader imagine the characters and envision the events of the story.
- Once an author adopts a particular point of view, he or she tends to retain that perspective throughout the text.
- The major points of view are the following:

First-person: The author narrates the tale as if he or she is among the characters. Clues to find the first-person point of view are these pronouns: *I, me, us, we, our*.

Second-person: The author addresses the reader directly by using the pronoun *you*. Because this perspective is difficult to maintain throughout a story, it is not often adopted by authors.

Third-person: The author describes any characters and events from the outside. Clues to find the third person point of view are these pronouns: *he, she, it, they, them, theirs*.

Lesson B:

- A pronoun is a word used in the place of a noun or noun phrase.
- Pronouns refer to their antecedents.
- A pronoun must agree with its antecedent in three ways to make the meaning of a sentence clear.
- A pronoun should agree with its antecedent in gender, number, and person.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Students will complete the Point of View activity from Lesson A.

Teacher will repeat the lesson review.

Exit Ticket: How does the difference between first and third person influence how the story is told?

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th _____

Day: 12

Topic/Lesson Title & Grade Results #: Lesson 12: Author's Purpose, Determining Meaning of Words

Objective(s): Students will

Lesson A:

- Learn about the various purposes behind writing.
- Identify the purpose(s) of writing a text.

Lesson B:

- Use context to determine the meaning of unfamiliar words.
- Understand the use of affixes and root words to understand the meaning of words.
- Determine the meaning of words using reference materials.

Guiding Question(s):

Who is providing the information?

Why do you think the author describe the events or experiences differently?

How does the author's account influence how the event is told?

TN Curriculum Standard(s):

6.RI.CS.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Array:** An order of arrangement.
- **Author's Purpose:** The reason why an author writes something.
- **Cohesion:** To unite or stick together.
- **Entertain:** To amuse.
- **Evaporation:** The conversion of a liquid or a solid to vapor.
- **Formulate:** To express in precise form.
- **Inform:** To educate or give more information about something.
- **Persuade:** To convince someone.
- **Saturation:** To combine with the greatest possible quantity of another substance.
- **Viscous:** Having a sticky nature.

Lesson B:

- **Alphabetical:** Arranged in the order of A to Z.
- **Figurative:** Not in a literal sense.
- **Reference:** The use of source of information to know something.

Lesson Introduction (I Do): (10 mins)

Teacher will introduce lesson objectives.

In this lesson we will learn about the various purposes behind writing and identify the purpose(s) of writing a text.

Lesson A:

Students will work on author's purpose. Teacher will explain that an author writes because he or she has something to say. An author also caters to the needs of different types of readers. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity #1: Author's Purpose

Students will work on the author's purpose. Teacher will explain that they may want to inform or teach their readers about something, persuade them to their way of thinking, or entertain.

Activity# 1: Inform

Students will work on understanding the author's purpose to inform. Teacher will explain that the author usually gives information about a particular topic to his or her readers. Students will complete the inform activity.

Activity# 2: Persuade

Students will work on understanding the author's purpose to persuade. The teacher will explain how the author tries to use words that will persuade or convince the reader of something that the writer wants the reader to do.

Activity# 3: Entertain

Students will work on understanding the author's purpose: to entertain. Teacher will explain that there are many authors who write to entertain readers.

Lesson Introduction (I Do): (10 mins)

Lesson B:

The teacher will introduce the lesson objectives.

In this lesson, we will discuss how to determine the meaning of words from context, using affixes, and using reference materials.

Activity #4: Context Clues

Students will work on context and context clues. The teacher will explain that context is the situation that forms the setting for an event. Context clues are hints that writers use to make the readers understand new words.

Lesson Activities (We Do): (20 minutes)

Lesson B:

Activity# 5: Types of Context Clues

Students will work on types of context clues. The teacher will explain that there are different types of context clues. They are synonym context clues, antonym context clues, definition context clues and example context clues. The teacher will explain that students will work on these in the upcoming activities.

Activity# 6: Context clues

Students will complete the context clues drop and drag activity #4 in the grade results lesson.

Video# 1: Root Words, Prefixes, and Suffixes

Students will watch a video on root words, prefixes, and suffixes. Teacher will explain that in the English language, we have root words that have their own meaning. Teacher will also explain that there are prefixes and suffixes that are added before and after the root words that change the meaning of the words.

Activity# 5: Root Words, Prefixes, and Suffixes

Students will work on root words, prefixes and suffixes. Teacher will explain that a root word, otherwise called base word, stands on its own as a separate word. Teacher will tell students that they will work on root words, prefixes and suffixes in the upcoming activities.

Activity#6: Reference Materials

Students will work on reference materials. Teacher will explain that using reference materials such as dictionaries, thesaurus, or glossaries are the last resort to identifying the meaning of words. Teacher will explain that in the upcoming lesson, students will learn about the different reference materials to use. The first one they will look at is a dictionary.

Video#2: Dictionary

Students will watch a short video on using a dictionary to check spelling and the meaning of words.

Activity# 6: Reference Materials

Students will work on reference materials. The next two reference materials they look at are thesaurus and glossary. Teacher will explain that a thesaurus is a book in which words that have the same or similar meanings are grouped together. Teacher will also explain that a glossary is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms.

Break: (10 minutes)**Supplemental: (10 minutes):****Flocabulary: Author's Purpose**

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Additional Teacher Resources:

These additional videos can be used if needed. To access these videos, check under the external material tab in grade results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Lesson A: Flocabulary: Context Clues**Lesson B: Flocabulary: Word Choice****Lesson B: Flocabulary: Commonly Confused Words****Lesson Review: (10 minutes)****Lesson A:**

- An author may want to inform, persuade, or entertain the audience.
- If the author's purpose is to inform, the text contains information about a particular topic.
- If the author's purpose is to persuade, the text will contain details that will persuade or convince the reader of something.
- If the author's purpose is to entertain, the text will be amusing or appealing to the readers' emotions.

Lesson B:

- Context clues are hints that writers use to make the readers understand new words.
- A root word, otherwise called base word, stands on its own as a separate word.

- A prefix is a group of letters added to the beginning of a word to change its meaning.
- A suffix is a group of letters that are added to the end of a root word to change its meaning.
- A dictionary is a reference book containing an alphabetical list of words, with information given for each word including meaning and pronunciation.
- A thesaurus is a book in which words that have the same or similar meanings are grouped together.
- A glossary is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms.
- Context clues are hints that writers use to make the readers understand new words.
- A root word, otherwise called base word, stands on its own as a separate word.
- A prefix is a group of letters added to the beginning of a word to change its meaning.
- A suffix is a group of letters that are added to the end of a root word to change its meaning.
- A dictionary is a reference book containing an alphabetical list of words, with information given for each word including meaning and pronunciation.
- A thesaurus is a book in which words that have the same or similar meanings are grouped together.
- A glossary is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review.

Exit Ticket: How does an author’s account of the story influence how the event is told?

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th _____

Day: 13

Topic/Lesson Title & Grade Results #: Lesson 13: Compare and Contrast Stories in Different Media Using Technology

Objective(s): Students will

Lesson A:

- Identify the key difference between different media.
- Identify the key difference between a text version with other versions.
- Analyze multiple adaptations in the novel *The Lost World*.

Lesson B:

- Use technology to produce and publish writing.
- Use technology for research.
- Locate information on a search engine.
- Learn basic bibliography information.

Guiding Question(s):

- Which of the following was a difference(similarity) between the written story and the movie?
- How would you compare this story to the video version?
- What is (make a judgement of) the value/effect of the written vs audio (movie) version of the story?

TN Curriculum Standard(s):

6.RL.IKI.7

Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- Accompany:** To keep company with.
- Accomplish:** Achieve or finish.
- Expedition:** A journey undertaken by a team for exploring something.
- Landscape:** Characteristic features of an area of land.
- Plateau:** A flat area on a hill.
- Pretending:** Faking
- Ransack:** To search thoroughly and rob a place.

Lesson B:

- Bibliography:** A list of books, magazines, articles, etc., about a particular subject.
- Bulletin:** A quick announcement from an official source about an important piece of news.
- Citation:** A line or short section taken from a piece of writing or a speech.

Compile: To put together in a publication or collection.

Periodical: A magazine that is published every week, month, etc.

Plagiarism: The act of using another person's words or ideas without giving credit to that person.

Promotional: Done or used to make people aware something.

Scholarly: Relating to formal study or research.

Unbiased: Not showing an unfair tendency to believe that some people, ideas, etc., are better than others.

Lesson Introduction (I Do): (10 minutes)

Teacher will introduce the lesson objective.

In this lesson we will identify the key difference between different media and the key difference between a text version with other versions. We will analyze multiple adaptations in the novel *The Lost World*.

Lesson A:

Activity # 1: Introduction to Multiple Adaptations of Stories

Students will work on comparing and contrasting stories in different media using technology. Teacher will explain that writers write stories to entertain readers. Many of which are so popular among readers that they are adapted to other media like drama, film, or music. The original text is called as the source. The one that is rewritten based on the source is the adaptation. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity#2: The Lost World – The Novel

Students will read the story “The Lost World” and then watch the film version. Teacher will explain that in this lesson, we will compare and contrast the novel *The Lost World* by Arthur Conan Doyle, and its film adaptation of the same name produced by First National Pictures.

Activity#3: The Lost World Film Version

Students will watch the adaptation on the novel “The Lost World”. Teacher will explain that the novel *The Lost World* was adapted into a film which was released in 1925.

Activity#4: Analysis of the Two Versions

Students will analyze the two versions of “The Lost World”. Teacher will explain that students will look at the similarities and differences between the two versions.

Lesson Introduction (I Do): (15 minutes)

Lesson B:

Teacher will introduce lesson objectives.

In this lesson, we will discuss how to use technology to search for sources, to publish works, and also avoid plagiarism.

Activity# 5: Introduction

Students will work on using the internet to conduct research. Teacher will explain that technology is everywhere around us. Research is a systematic collection of information in order to establish facts and reach new conclusions.

Lesson Activities (We Do): (20 minutes)

Lesson B:

Activity #6: Using the Internet for Research

Students will work on using the internet for research. Teacher will explain that in the past, for even finding a basic information, a researcher had to take a trip to library and investigate the books, periodicals, and research journals. Now because we have the internet, all kinds of information are available with a few keystrokes and a click of a mouse.

Activity #7: Locating Information on a Search Engine

Students will work with locating information on a search engine. The teacher will explain that a search engine is a software system or program used to search and locate information on the internet.

Activity #8: Choosing the Sources

Students will work on choosing sources. The teacher will explain that the sources we choose need to be appropriate and credible. Appropriate research sources are texts that are a good fit for the research purpose. Credible research texts are sources of information that are believable and trustworthy.

Activity #9: Publishing

Students will work on publishing. The teacher will explain that publishing is sharing a work with the intended audience.

Activity #10: Let Us Publish

Students will complete the "Let us Publish." Students will use the internet to read an article, collect information from it, create facts sheets, and publish a puzzle.

Activity #11: Plagiarism

Students will work on plagiarism. Teacher will explain that plagiarism is using the words or ideas from a source without giving the author credit and passing it off as one's own.

Activity #12: Avoiding Plagiarism

Students will work on ways to avoid plagiarism. Teacher will explain that paraphrasing, quoting, and summarizing are some of the ways to avoid plagiarism.

Activity #13: Plagiarism Activity

Students will complete the plagiarism activity.

Activity #14: Bibliography

Students will work on understanding a bibliography. Teacher will explain that a bibliography is the alphabetical list of sources referred to in a scholarly work.

Break: (10 minutes)

Supplemental: (10 minutes):

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary - Evaluation

Additional Teacher Resources:

These additional videos can be used if needed. To access these videos, check under the external material tab in grade results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Lesson A: Flocabulary: Compare and Contrast

Lesson B: Flocabulary: Plagiarism

Lesson B: Flocabulary: Fake News

Lesson Review: (10 minutes)

Lesson A:

Writers write stories to entertain the readers. Many such stories are so popular with the readers that the stories are adapted to other media like drama, film, or music.

Authors, scriptwriters, and directors make minor changes to the source while adapting from the original version. This is to suit the genre to which the source is adapted.

The original text is called as the source. The one that is rewritten based on the source is the adaptation.

The novel *The Lost World* written by Arthur Conan Doyle was adapted into a film with the same name in 1925.

Lesson B:

Research is a systematic collection of information in order to establish facts and reach new conclusions.

Appropriate research sources are texts that are a good fit for the research purpose.

Credible research texts are sources of information that are believable and trustworthy.

Publishing is sharing a work with the intended audience.

Plagiarism is using the words or ideas from a source without giving the author credit and passing it off as one's own.

Paraphrasing is repeating the ideas from a source using your own words. Credit to the author's ideas is still provided.

Quoting a source is using the exact words from a source and giving credit to the author for the ideas.

Summarizing is taking the main ideas from a text and rewriting them in your own words.

A bibliography is a list of sources referred to in a scholarly work.

The Microsoft Word program, a MS Office software application developed by Microsoft, can be used to cite sources.

Independent Work – Posttest (They Do): (30 mins)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 Minutes)

Teacher will repeat the lesson review.

Students will complete the Drag and Drop Activity from Lesson B.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th _____

Day: 14

Topic/Lesson Title & Grade Results #: Lesson 14: Integrating Information Presented in Different Media

Objective(s): Students will

Integrate information presented in different media or formats.
Learn the use of appropriate graphic organizers to organize information in the text.

Guiding Question(s):

How do audio and visual representations express the ideas of the text?
How does the diagram help us understand what the topic is?
When did the event happen on the timeline?

TN Curriculum Standard(s):

6.RI.IKI.7

Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Anticipation: Expectation.

Compare: To examine to find out similarities.

Contrast: To examine to find out differences.

Illustrate: To make clear using examples, drawings, or analogies.

Reaction: An action in response to some influence, event.

Lesson Introduction (I Do): (15 minutes)

Teacher will introduce the lesson objectives.

In this unit, you will learn to integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.

Students will continue working with graphic organizers. Teacher will explain that there are several types of graphic organizer. In this lesson the graphic organizers they will discuss will be: KWL chart, anticipation/reaction guide, Venn Diagrams, Fishbone maps, and concept maps.

Activity #1: Graphic Organizers

Students will work with graphic organizers in this lesson. Teacher will explain to students that graphic organizers are a visual representation of information on key concepts given in the text. They help learners who have difficulty organizing information given in a text. In simple words, graphic organizers help students visualize how information

is organized logically. Also, graphic organizers help to organize abstract ideas. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (40 Minutes)

As a whole group, complete the Practice Activities. Discuss.

Activity #3. KWL Chart

In KWL charts, the *K* stands for what you know already, *W* stands for what you want to know, and the *L* stands for what you have learned after reading the text.

Activity #4. Anticipation/Reaction Guide

Students will work on understanding what an anticipation/reaction guide. Teacher will explain that an *Anticipation/Reaction Guide* helps to illustrate what you knew and what you learned.

Activity #5. Compare and Contrast

Students will work on a compare and contrast graphic organizer. A compare and contrast graphic organizer are used to organize the similarities and differences between two or more concepts.

Activity #6. Venn Diagrams

Students will work on understanding how Venn diagrams work. Teacher will explain that Venn diagrams help illustrate the information in compare and contrast passages. They are often used to show relationships between texts.

Activity #7. Fishbone Maps

Students will be working on fishbone maps. Teacher will explain that the fishbone map is used to organize the cause and effect of things or events.

Activity #8. Concept Maps

Students will be working with concept maps. Teacher will explain that a concept map is the standard graphic organizer used to show the central idea(s) and the corresponding supporting details in the passage in a visual representation.

Activity #9. Activity - Graphic Organizers

Students will complete the graphic organizer activity in the grade results lesson.

Activity #10. Activity – Lesson

Students will complete the drop and drag activity. Students will match the correct words to their correct statements.

Break: 10 minutes

Supplemental: (20 minutes)

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Grade Results Video:

The video explains the niches of researching and organizing the information obtained.

Additional Teacher Resources:

You can use these additional videos if you need them. To access these videos, check under the external material tab in grade results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Flocabulary: Compare and Contrast

Flocabulary: The research process

Lesson Review: (10 minutes)

Graphic organizers are a visual representation of information.

They are used to clarify meaning in reading.

Some graphic organizers help illustrate the organizational pattern of texts.

KWL chart: The acronym KWL stands for what you *know already*, what you *want to know*, and what you have *learned* after reading the text.

Anticipation/Reaction guide helps illustrate *what you knew* and *what you learned*.

Compare and contrast chart contains three columns: the first column is for the attributes or characteristic features, and the next two are the columns for the objects you compare and contrast.

Venn diagrams are two or more overlapping circles that show the differences and similarities between two or more objects.

The concept map is used to show the relationship between the central information and the supporting details.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review.

Exit Ticket: How does a diagram help you understand what the topic is?

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th _____

Day: 15

Topic/Lesson Title & Grade Results #: Lesson 15: Compare and Contrast Theme in Texts

Objective(s): Students will

Lesson A:

- Understand the different genres of literature.
- Compare and contrast text in different genres.
- Analyze how the same theme is treated in different genres.

Lesson B:

- Analyze and compare two or more texts from different genres.
- Provide a written response to questions based on such texts.
- Support your written answers with credible evidence.

Guiding Question(s):

How can I present information from two texts to demonstrate understanding?

Were the details in this piece that you found in the other text?

Did the author of this text write something that you need to include that the other author did not?

TN Curriculum Standard(s):

6.RL.IK1.9

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Artistic:** Showing imaginative skill.
- **Dilemma:** A problem involving a difficult choice.
- **Dual:** Consisting of two parts or elements.
- **Genre:** A category of literary composition characterized by a particular style.
- **Melodrama:** A play characterized by extravagant theatricality.
- **Naturalist:** One who advocates naturalism.
- **Stanza:** A division of a poem consisting of a series of lines arranged together in a recurring pattern of meter and rhyme.
- **Stormtrooper:** A fictional soldier in the science fiction *Star Wars*.
- **Unfathomed:** Not fully explored or understood.

Lesson B:

- **Bibliography:** Reference information usually provided at the end of an essay, which cites the name of the author and a link to the published work.
- **Buzzing:** Sound that a bee makes when it is flying.

- **Credibility:** The quality of being trusted and believable.
- **Exaggerated:** Represented as larger, better, or worse than in reality.
- **Imaginary:** That which is not real.
- **Genre:** A specific category of literature, cinema, art, or music.
- **Peak:** Optimum strength or skills.
- **Plagiarism:** To copy original ideas and works without acknowledging the original creator.

Lesson Introduction (I Do): (10 minutes)

Teacher will introduce the objectives for the lesson.

In this unit we will work to understand the different genres of literature.

In this lesson we will compare and contrast text in different genres and analyze how the same theme is treated in different genres.

Lesson A:

Activity #1: Genres

Students will work on comparing and contrasting themes in texts. Teacher will explain that *genre* is a class or category of literature having a particular structure, content, or technique.

Activity #2: Definitions and Characteristics

Poetry, fiction, nonfiction, and drama are the four principal genres of literature. They differ in style, structure, theme, and the use of language. Students will look at each one of them in detail in the upcoming lesson. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity#3: Text in Stories

Students will continue working with comparing and contrasting theme in text. Teacher will explain that: Stories can be told in prose or poetry; they can be fictional or nonfictional. Students will analyze sections from *Walden* and see how the language of prose differs from that of the poetry, and the theme of nature is presented by the author.

Activity#4: Text in Poems

Students will analyze how the language of poetry differs from that of the prose and the theme of nature presented by the poet.

Activity#5: Comparing Stories and Poems

Students will complete an activity comparing stories and poems.

Activity#6: Historical Fiction

Historical fiction is a fictional story in which the setting is real, but the characters are made up out of the author's imagination. Students will look at a passage of this historical novel dealing with the theme of *war* and analyze the language:

Activity#7: Science Fiction

Although science fiction and fantasy appear to be two different genres, science fiction often includes fantasy elements. Students will read an excerpt is taken from *Star Wars* written by Lawrence Kasdan & J.J. Abrams and Michael Arndt.

Activity# 8: Comparing and Contrasting Historical Novels and Science Fiction**Lesson Introduction (I Do): (10 minutes)**

In the previous lesson, we learned how to gather relevant information from multiple print and digital sources, assess their credibility, paraphrase and rewrite the content without plagiarism, and provide relevant bibliographic information.

In this lesson, we will learn how to compare and contrast two or more texts of different genres but similar themes. You will also learn how to write answers to questions based on the analysis of multiple texts.

Lesson B:**Video #1: Comparing Multiple Books**

Students will watch a video on comparing multiple books. Teacher will explain that this video will share insights on comparing multiple books.

Activity #2: Introduction

Students will work on comparing and contrasting themes in text. Teacher will explain that literature offers a variety of works. Be it a poem, play, a short story, an essay, or a novel; every genre of writing serves its purpose and offers knowledge to readers.

Lesson Activities (We Do): (25 minutes)**Lesson B:****Activity#9: Analyzing Poems from A Book of Nonsense by Edward Lear**

Students will analyze the poem from A Book of Nonsense Lear and an Excerpt from Alice in Wonderland and then compare the two. Teacher will explain that *A Book of Nonsense* by Edward Lear is a collection of nonsensical verse for children to be read as a light-hearted set of poems.

Activity #10: Analyzing Excerpt from Alice in Wonderland

Teacher will explain that in this activity, students will analyze an excerpt from Alice in Wonderland.

Activity #11: Comparison of Verses from A Book of Nonsense and Excerpt from Alice in Wonderland

Students will compare verses from A Book of Nonsense and Excerpt from Alice in Wonderland. Teacher will explain that based on the passage and the sample verses shared in the activity, students will match the items presented in the activity.

Activity #12: Providing Written Responses to Questions and Summarizing Texts

The teacher will explain an important aspect of learning is the ability to read a text, comprehend its meaning, if needed paraphrase it and write it down, and answer questions based on the text.

Activity #13: Practice Activity

Students will practice analyzing the excerpt "Basketball" from the book *Girls and Athletics*. The teacher will explain that students will examine the essay "Basketball" taken from the book – Girls and Athletics published by the

supporting goods company Spalding. The teacher will tell students to read the full excerpt to understand the concepts explained in the lesson and to answer the questions at the end of this activity.

Activity #14: Summary of the Excerpt “Basketball”

Students will work on the summary of the excerpt – “Basketball”. Teacher will explain that students will read the essay and based on the essay, they will answer the questions in the activity.

Activity #14: Supporting Answers with Credible Evidence

Students will work on supporting answers with credible evidence. Teacher will explain when writing answers to questions or working on essays, the writer has to submit credible evidence or information to support their answers.

Break: (10 minutes)

Supplemental: (10 minutes): Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary – Genres of Fiction

Additional Teacher Resources:

These additional videos can be used if needed. To access these videos, check under the external material tab in grade results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Lesson B: Flocabulary: Source Evaluation

Lesson B: Flocabulary: Works Cited

Lesson B: Flocabulary: Biography

Lesson Review: (10 minutes)

Lesson A:

- The four principal genres of literature are poetry, fiction, nonfiction, and drama.
- Poetry has meter and focuses on rhyme and rhythm.
- Prose has grammatically correct sentences of varying length.
- Fiction is a genre of literature created using imagination.
- Nonfiction is a genre of literature created using facts and evidence.
- A poem uses a lot of figurative language, symbolism, and imagery; the language in prose is clear and direct.
- Historical fiction uses historical elements combined with the imaginative elements of the author.
- Science fiction novels use lots of technical terms, jargons, and abbreviations.

Lesson B:

- Literary texts and non-fiction writing both play an important role in spreading knowledge.
- One can compare two or more literary texts from similar or different genres and derive a common thread of information from them.
- When summarizing a text read it multiple times to understand the context of the text and the author's views.
- It is important to provide credible evidence and supporting information when writing an essay.
- Government websites and reputed publishers are sources of credible information.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes): Teacher will repeat the lesson review. Exit ticket: How can I present information from two texts to demonstrate my understanding? (What tools can you use?)

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th _____

Day: 16

Topic/Lesson Title & Grade Results #: Lesson 16: Compare and Contrast Writings of Authors on the Same Topic

Objective(s): Students will

- Compare and contrast one author's presentation of events with that of another.
- Analyze how their perspectives in detail.

Guiding Question(s):

What is common to both text?

Although the topic of these passages is similar, in what way are the passages different?

How does the presentation of the same event differ in these two passages?

TN Curriculum Standard(s):

6.RI.IK1.9

Compare and contrast two or more authors' presentation of the same topic or event.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Baseness:** Unworthiness by virtue of lacking higher values.
- **Behooved:** Be appropriate or necessary.
- **Compass:** The limit of capability.
- **Elevation:** The highest level.
- **Frugal:** Avoiding waste.
- **Honor:** Award.
- **Indispensable:** Essential.
- **Negligence:** Lacking concern.
- **Timorous:** Timid by nature.

Lesson A: Introduction (I Do): (15 minutes)

Teacher will introduction lesson objectives.

In the previous lesson, you learned on how writers present their argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

In this lesson, you will analyze how the same topic is analyzed differently by multiple writers.

Activity#1: Introduction

Students will work on comparing and contrasting writings of authors on the same topic. Teacher will explain when writers focus on the same topic, it is common to provide different treatment to the topic. They convey their point of view by throwing light on certain ideas and evidence and ignoring or giving less priority to other ideas. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Activity#2: Ways to Understand the Different Perspectives

Students will work on understanding different perspectives. When analyzing text on the same topic by different writers, it is essential to analyze the text on the following points.

Lesson Activities (We Do): (40 Minutes)

As a whole group, complete the Practice Activities. Discuss

Activity#3: Analyzing Bacon’s “of Expense”

Students will read the two passages and identify the topic they share. Teacher will explain that students must be prepared to answer questions about the similarities and differences between each passage.

Activity#4: Analyzing Thoreau’s “Economy

Students will read the following is the excerpt taken from the analysis from “Economy”. Teacher will explain that students must be prepared to answer questions about the similarities and differences between each passage.

Activity #5: Comparing Bacon’s “of Expenses” and Thoreau’s “Economy”

Teacher will explain that when looking at the similarities between the works, "Of Expenses" and "Economy," it can be stated that both writers focused on how to spend money wisely. Students will read both works and answer questions about the similarities and differences between them.

Break: (10 minutes)

Supplemental: (20 minutes):

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary: Theme in Literature

Additional Teacher Resources:

These additional videos can be used if needed. To access these videos, check under the external material tab in grade results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Flocabulary: Point of View

Flocabulary: Author’s Purpose

Lesson Review: (10 minutes)

- When a writer writes a text, it is common to incorporate his or her perspective into the writing.
- Analyzing works of multiple writers on the same topic will help to understand the topic completely.

Independent Work – Posttest (They Do): (30 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review.

Students will complete the Drop and Drag Activity #8 from the grade results lesson. Students will match the correct terms with the correct definitions.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 17

Topic/Lesson Title & Grade Results #: Lesson 17: Comprehending Literary Text, Using Correct Punctuation

Objective(s): Students will

- Understand the complexity of various texts like story, drama, and poetry.
- Identify the complexity in various forms of literary texts.

Guiding Question(s):

What strategies am I using to become an independent and proficient reader of literary texts?

What genre do you enjoy the most?

Can you briefly summarize the plot and theme of the text?

TN Curriculum Standard(s):

6.RL.RRTC.10

Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Flutter:** Fly unsteadily.
- **Grove:** A small group of trees.
- **Philosopher:** A person from an academic discipline.
- **Statesman:** A political leader.

Lesson B:

- **Declarative sentence:** A sentence that makes a statement. It is not a question or an exclamation.
- **Ellipsis:** Three periods in a row; punctuation used to express missing text, a pause, or an unfinished sentence. It looks like this:
- **End punctuation:** The punctuation mark that comes at the end of a sentence.
- **Exclamation mark:** The punctuation mark used after an exclamation. It looks like this...(!)
- **Exclamation:** A sentence that expresses a strong emotion, like happiness, anger, sadness, or surprise.
- **Full stop:** Another term used for period.
- **Period:** The punctuation mark that comes at the end of a declarative sentence. It looks like this...(.)
- **Question mark:** The punctuation mark used after a question, expressing uncertainty. It looks like this...(?)
- **Tag question:** A mini question following a statement. This is one example: *Your name is Sam, isn't it?*
- **Tone:** The writer's attitude toward the subject, audience, or self.

Lesson Introduction (I Do): (10 minutes)

Teacher will introduce the lesson objectives.

By the end of the lesson, the student will be able to understand the complexity of the text across the grades. The student will be able to understand the complexity of the different forms of text. The student will be able to comprehend the various literary texts.

Lesson A:

Activity #1: Introduction

Students will work on comprehending literary text and using correct punctuation. The teacher will explain that there are four significant aspects of any language. They are Reading, Listening, Writing, and Speaking. In these four aspects, the reading section plays a vital role in understanding a language. Reading and speaking are significant aspects of communication. In this lesson, students will read a story, drama, and poem and comprehend the information provided in it. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Activity#2: Story and Summary of Saving the Birds

Students will read the first text is a story and summary titled "Saving the Birds". Teacher will explain that students will read a story and try to comprehend it and make an analysis.

Lesson Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Lesson A:

Activity#3: Drama and Summary – The Telegram

Students will read the drama, The Telegram and the summary. Teacher will explain that students will read a drama try to comprehend it and make an analysis.

Activity #4: Poem and Summary - "O Captain! My Captain!"

Students will read the poem "O Captain! My Captain!" and the summary. Teacher will explain that students will read the poem, try to comprehend it and make an analysis.

Activity #5: Overall Analysis- Story, Drama, and Poem

Student will work on the overall analysis of the story, the drama and the poem. The teacher will explain that the words used in this poem and the theme contained in it are difficult to understand; the words seem difficult compared to the drama and the short story. The complexity level of the content given in the short story, drama, and poem can be understood. The different literary forms have their set of norms to follow in their genre.

Break: (10 minutes)

Lesson Introduction (I Do): (10 Minutes)

Lesson B:

The teacher will introduce the lesson's objectives.

In this unit, we will understand how to use these punctuation marks in the right context and understand the importance of end punctuation in writing.

In this lesson, we will learn the meaning of standard end punctuation marks, including the period, question mark, exclamation mark, and ellipsis.

Activity #6: End Punctuation

Students will begin working on end punctuation. The teacher will explain that end *punctuation* is punctuation that comes at the end of a sentence.

Activity #7: End Punctuation Activity

Students will complete the punctuation activity from Grades Results lesson.

Lesson Activities (We Do): (20 Minutes)

Activity #8: Different Types of Punctuation

Students will continue working on end punctuation. The teacher will explain that many people do not realize the importance of end punctuation. In fact, end punctuation has the power to change the meaning or tone of a sentence.

Video #1: Using Periods

Students will watch a video on using periods. Teacher will explain that the video will help students understand more about periods and how to use them.

Activity #9: Period

Students will work on using periods. Teacher will explain that also called a *full stop*, the period is one of the most common punctuation marks in the entire English language.

Video #2: Using Question Marks

Students will watch a video about using question marks. The teacher will explain that the *question mark* is the punctuation that comes at the end of a question. Most of the time, the question mark comes at the end of a direct question.

Activity #11: Question Mark

Students will work on question marks. The teacher will explain that the question mark is the punctuation that comes at the end of a question.

Activity #12: Exclamation Mark

Teacher will explain using an *exclamation mark* at the end of a sentence is a way to show a strong emotion, like happiness, anger, sadness, or surprise.

Video #3: Using Exclamation Marks

Students will watch a video about using exclamation marks.

Activity #14: Question and Exclamation Marks

Students will complete a multiple-choice activity on question and exclamation marks from the grade results lesson.

Activity #15: Ellipsis

The teacher will explain that the *ellipsis* is a punctuation that can be used to fill in missing words or mark a pause in dialogue. It can also be used at the end of a sentence that does not have a complete idea. The ellipsis consists of three periods.

Supplemental: (10 Minutes):

Please watch and discuss supplemental video under the supplemental tab on the left side of the Grade Results lesson.

Flocabulary – What is Drama?

Additional Teacher Resources:

These additional videos can be used if needed. To access these videos, check under the external material tab in grade results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Lesson A: Flocabulary: What is poetry?

Lesson A: Flocabulary: Types of Poetry

Lesson Review: (10 Minutes)

Lesson A:

- There are four significant aspects of any language: Reading, Listening, Writing, and Speaking.
- A story is the least complex of all literary genres.
- A drama's complexity level is higher than that of a story.
- A poem's complexity level is the highest of the literary genres.

Lesson B:

- End punctuation is the punctuation that comes at the end of a sentence.
- Tone is the author's attitude toward the subject, audience, or self.
- Tone plays an important role in each sentence; based on the tone of the sentence, the punctuation is decided.
- The different types of end punctuation are:

I. Period (.) - used to end a declarative sentence.

II. Question mark (?) - used to end an interrogative sentence or tag question.

III. Exclamation mark (!) - used to end an exclamatory sentence.

IV. Ellipsis (...) - used to fill in missing words or mark a pause in dialog. It can also be used at the end of a sentence that does not have a complete idea.

Independent Work – Posttest (They Do): (40 minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Teacher will repeat the lesson review.

Students will complete the Drop and Drag Activity from the grade results lesson. Students will match the correct terms with the correct definitions.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 18

Topic/Lesson Title & Grade Results #: Lesson 18: Read and Comprehend Literary Nonfiction

Objective(s): Students will

- Understand the complexity of various texts like biography, speeches, and journals.
- Analyze and review informational texts.

Guiding Question(s):

What strategies am I using to become an independent and proficient reader of informational texts.

TN Curriculum Standard(s):

6.RI.RRTC.10

Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Altercation:** An angry quarrel between two parties.
- **Discretion:** The quality of being discreet; wise conduct and management.
- **Disposition:** The state or the manner of being disposed or arranged; distribution; arrangement.
- **Disquisitions:** A formal or systematic enquiry.
- **Domestic:** Pertaining to one's house or home, or one's household or family.
- **Hospitality:** The act or practice of one who is hospitable; reception and entertainment of strangers or guests without reward, or with kind and generous liberality.
- **Patriotism:** Love of country; devotion to the welfare of one's country.
- **Persuasive:** Having the ability to convince.
- **Suffrage:** The right to vote in public elections.
- **Tact:** The sense of touch; feeling.
- **Unassuming:** Not bold or forward; not arrogant or presuming; humble; modest.

Lesson Introduction (I Do): (15 Minutes)

The teacher will introduce the lesson objectives.

In the previous lesson, we discussed how one author's presentation of events differs from that of another author.

In this lesson, we will discuss the ways to read and comprehend literary nonfiction.

Activity #1: Introduction

Students will work on reading and interpreting literary nonfiction. The teacher will explain there are four significant aspects of any language. They are Reading, Listening, Writing, and Speaking. In these four aspects, the reading section plays a vital role in understanding a language. Reading and speaking are important to communication. The

information shared by the writer is processed by the readers according to their level of understanding. There are different interpretive frameworks for understanding and explaining the characteristics and devices used in the respective information texts. The teacher will define and discuss the meaning of the vocabulary words from the lesson activities.

Activity#2: Understanding and Interpreting Literary Non-fiction

The teacher will explain that literary nonfiction is a type of prose that uses the literary techniques belonging to fiction or poetry to give information about persons, places, and events in the real world without changing facts.

Lesson Activities (We Do): (30 Minutes)

As a whole group, complete the Practice Activities. Discuss.

Activity# 3: Different Modes of Writing

Students will work with four different modes of writing. The teacher will explain that the four different types of writings are: narration, description, exposition, and argument. The purpose of narration is to tell a story or narrator an event or series of events. The purpose of the description is to re-create, or visually present a person, place, events, or action so that the readers can visualize what is being described. The purpose of expository writing is to explain, inform, or describe. A piece of expository writing explains and analyzes information by presenting an idea, relevant evidence, and discussion. The purpose of argumentative writing is to establish the validity of an idea or point of view by presenting valid reasons, discussion, and argument to convince the readers.

Activity #4: Analyzing Informational Texts

Students will read and analyze the following passage taken from the biography of Martha Dandridge Curtis Washington

Activity #5: Analysis and Interpretation

Students will work on analysis and interpretation. The teacher will explain that since this is a biography, the text follows a narrative mode of discourse. The writer uses dialogues to present the information in an interesting way.

Activity #6: John Adams' Inaugural Address [In the City of Philadelphia, March 4, 1797]

Students will read and analyze the Inaugural address of John Adams.

Activity #7: Analysis and Interpretation

Teacher will explain that in this speech, the president makes it clear that the country has been in crisis, but the American people are strong enough to tackle it. In the speech he has organized the information in such a way that it has a greater impact on the listeners.

Supplemental: (10 minutes):

Please watch and discuss supplemental video under the supplemental tab on the left side of the grade results lesson.

Flocabulary - Biography

Additional Teacher Resources: These additional videos can be used if needed. To access these videos, check under the external material tab for grade results. Click on Flocabulary. Type in the following titles. Please watch and discuss the following videos.

Flocabulary: Fiction vs Nonfiction

Flocabulary: Text Structure

Flocabulary: Text Features

Break: (10 minutes)

Lesson Review: (5 Minutes)

- There are different interpretive frameworks for understanding and explaining the characteristics and devices used.
- Literary nonfiction is a type of prose that uses the literary techniques belonging to fiction or poetry to give information about persons, places, and events in the real world without changing facts.
- Literary nonfiction shares certain characteristics with literature.
- The purpose of narration is to tell a story or narrator an event or series of events.
- The purpose of the description is to re-create, or visually present a person, place, events, or action so that the readers can visualize what is being described.
- The purpose of expository writing is to explain, inform, or describe.
- The purpose of argumentative writing is to establish the validity of an idea or point of view by presenting valid reasons, discussion, and argument to convince the readers.

Independent Work – Posttest (They Do): (40 Minutes)

Students will be assessed and work independently. Students will think critically to do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 Minutes)

Teacher will repeat the lesson review.

Students will complete the Drop and Drag Activity from the grade results lesson. Students will match the correct terms with the correct definitions.

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 19

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for the final Post-test.
- Final Post-test will open. All students must complete the final Post-test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Lesson Introduction (I Do): (5 Minutes)

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) (5 Minutes)

Lesson Activities and Review (We Do): (30 Minutes)

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Break: (10 minutes)

Independent Work – Posttest (They Do): (60 Minutes)

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: (5 Minutes)

Summer School Lesson Plan

Attendance Must Be Taken in PowerSchool Daily. (5 Minutes)

Subject/Grade: ELA/6th

Day: 20

Topic/Lesson Title & Grade Results #: Review Lessons & Quizzes

Objective(s):

- Students will review and complete all incomplete/missed/failed coursework.
- Students can retake daily post-tests up to three (3) times before tests lock.
- Teachers can unlock tests, so students can retake the test.
- Students can retake final post-test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Lesson Introduction (I Do): (10 Minutes)

In this unit, we will identify the purpose of the course and connect the course to missing or future coursework and post-tests.

Lesson Activities and Review (We Do): (30 Minutes)

We review and complete lesson activities and/or supplemental resources.

Teachers will check Grade Results and have students review activities/lesson that they have not completed or need assistance with and hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Break: (10 minutes)

Independent Work – Posttest (They Do): (60 Minutes)

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: (5 Minutes)