Weels of D enda ay 0, 2018 Gi ling Su ogs the from y English abulary: evidenc Vocabulary: enda ay II, 2018 Gi su gs the ve	V V	(6 th , 7 th , and 8 th (2018 – December 1 <u>Content Objective</u> SWBAT understand what is presented in <i>Knock,</i> <i>Knock: Can we come in</i> ? from <i>Easy English News</i> to cite textual evidence of what the text says explicitly as well as inferences drawn from the text to compete a graphic organizer. ; implicit text <u>Content Objective</u> SWBAT understand what is presented in <i>"Wimpy Kid" author has</i> <i>written a new book in</i>	Language Objective I can orally discuss the issues presented in Knock, Knock: Can we come in? with my classmates in a whole class discussion
ay 0, 2018 Gi ling su ogs the from ve y English abulary: evidence Vocabulary: anda ay II, 2018 Gi ing/ su rticle: ve	RI6I ite textual evidence to upport analysis of what e text says explicitly as ell as inferences drawn from the text. ccss RI6I ite textual evidence to upport analysis of what e text says explicitly as	SWBAT understand what is presented in <i>Knock,</i> <i>Knock: Can we come in?</i> from <i>Easy English News</i> to cite textual evidence of what the text says explicitly as well as inferences drawn from the text to compete a graphic organizer. ; implicit text <u>Content Objective</u> SWBAT understand what is presented in <i>"Wimpy Kid" author has</i>	issues presented in <i>Knock, Knock: Can we</i> <i>come in?</i> with my classmates in a whole class discussion <i>Language Objective</i> I can orally share one new thing I learned from <i>Wimpy Kid" auth</i>
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li, 2018 Ci ing/ su gs the ticle: we	ite textual evidence to upport analysis of what e text says explicitly as	what is presented in <i>"Wimpy Kid" author has</i>	new thing I learned from <i>Wimpy Kid" auth</i>
√impy Immary nsion	from the text.	<i>his popular series</i> to cite textual evidence of what the text says explicitly as well as inferences drawn from the text in order write a 6 word summary.	in his popular series
abulary: Vocabulary:			
enda	CCSS	Content Objective	Language Objective
day 2, 2018 eading		IPD @ R	ESA
	/ocabulary: enda day 2, 2018 eading	Vocabulary: enda CCSS day 2, 2018	abulary: /ocabulary: anda <u>CCSS Content Objective</u> day 2, 2018 Plans left for Substitu

Date/Agenda	CCSS	Content Objective	Language Objective		
Thursday December 13, 2018 Family Fun Night Tonight! I. Silent Reading & Reading Logs <i>2</i>	LLI Plans left fo	PD @ RE or Substitute	ISA e Teacher		
Academic Vocabulary: Text Specific Vocabulary:					
Date/Agenda	CCSS	Content Objective	Language Objective		
Friday December IH, 2018 I Silent Reading/Reading Logs 2 Exact Path	RL6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiency, with scaffolding as needed at the high end of the range	SWBAT check out and a read a book at their level in order to read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band, by the end of the year.	l can write to summarize what l have read in my leveled reading book.		
Academic Vocabulary: N/A					