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| **Date:** | Friday 8/12/22 |
| **Daily Objective:** | Students will be able to write a constructed response.Students will be able to set a purpose for reading and engage in a close read. |
| **Bellringer:** | Record definitions of analyze, interpret, and evaluate |
| **Before/Engage:** | Skill: Character |
| **During/Explain:** | Finish Close Read: “Rikki-Tikki-Tavi”  |
| **After/Evaluate:** | Constructed Response  |

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| **Date:** | Thursday 8/11/22 |
| **Daily Objective:** | Students will be able to answer text-dependent questions.Students will be able to set a purpose for reading and engage in a close read. |
| **Bellringer:** | Record definitions of analyze, interpret, and evaluate |
| **Before/Engage:** | Vocabulary |
| **During/Explain:** | Close Read: “Rikki-Tikki-Tavi”  |
| **After/Evaluate:** | Skills Focus questions 1-5 |

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| **Date:** | Wednesday 8/10/22 |
| **Daily Objective:** | Students will be able to answer a text-dependent question. |
| **Bellringer:** | Writing Wednesday and record definitions of text-dependent response and constructed response |
| **Before/Engage:** | Evidence Matching |
| **During/Explain:** | Finish Think Questions 1-5 |
| **After/Evaluate:** | Individual and small group feedback |

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| **Date:** | Tuesday 8/9/22 |
| **Daily Objective:** | Students will be able to cite evidence and make inferences about the meaning of a text. |
| **Bellringer:** | Record definitions of evidence, inference, explicit, and implicit |
| **Before/Engage:** | Review key details from yesterday’s reading |
| **During/Explain:** | First read: “Rikki-Tikki-Tavi” by Rudyard Kipling (pgs. 7-12) |
| **After/Evaluate:** | Begin Think Questions |

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| **Date:** | Monday 8/8/22 |
| **Daily Objective:** | Students will be able to annotate for the purpose of asking questions, tracking information, and responding to the text.Students will be able to use context clues, such as definition, comparison, contrast, and examples, to clarify the meanings of words.Students will be able to use a variety of strategies to develop and deepen comprehension of increasingly complex texts. |
| **Bellringer:** | Record definitions of annotate, context clue, and comprehension strategy |
| **Before/Engage:** | Video introduction |
| **During/Explain:** | First read: “Rikki-Tikki-Tavi” by Rudyard Kipling (pgs. 1-6) |
| **After/Evaluate:** | Share Annotations |