

Clayton's 6th Grade Literacy Lesson Plan

Date: December 2 - 6

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
8:10-8:25 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson	Read Aloud: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book.	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book.	Read Aloud: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book.	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book.	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book.
8:25-8:50 Word Study Greek/Latin Roots	Latin Bases: vert-, vers- = turn, change New Skill: vert-, vers- Decode/Encode: CONVERTIBLE CONVERSION CONTROVERSIAL Define: Word	Latin Bases: vert-, vers- = turn, change Review: vert-, vers- Decode/Encode: VERTICAL VERSATILE DIVERSE Define: Word	Latin Bases: vert-, vers- = turn, change Review: vert-, vers- Decode/Encode: REVERSE ADVERTISEMENT IRREVERSIBLE CONVERSATION Define: Word	Latin Bases: vert-, vers- = turn, change Complete crossword puzzle with words/Quizlet review	Latin Bases: vert-, vers- = turn, change Assessment

	<p>Attack meaning Context: I Do: Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud to process what the sentence says.</p> <p>We Do/You Do: Have students choose a word from today's list and create a sentence with that word. Have them exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>	<p>Attack meaning Context: I Do: Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud to process what the sentence says.</p> <p>We Do/You Do: Have students choose a word from today's list and create a sentence with that word. Have them exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p> <p>Independent: pg. 65 in Building Vocabulary Workbook</p>	<p>Attack meaning Context: I Do: Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud to process what the sentence says.</p> <p>We Do/You Do: Have students choose a word from today's list and create a sentence with that word. Have them exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>		
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<p>8:50-9:45 Reading Workshop</p>	<p><u>Standards:</u> RI.6.7, RI.6.5</p> <p>Session 16</p> <p><u>Student Friendly Objective:</u> I CAN integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue</p> <p><u>Materials:</u> "To Research a New Topic..."Anchor Chart Research topics and list of articles for each table or group Computers</p>	<p><u>Standards:</u> RI.6.7, RI.6.5</p> <p>Session 17</p> <p><u>Student Friendly Objective:</u> I CAN integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p><u>Materials:</u> Computers Just Label It! Website Chart Paper</p>	<p><u>Standards:</u> RL. 6.1, RL.6.6</p> <p>Session 18 Author's Point of View/Author's Purpose</p> <p><u>Student Friendly Objective:</u> I CAN determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.</p> <p><u>Materials:</u> Advertisement 'Pretty Ugly' image "Rambling 'Round" from This Land Was Made for You and Me</p>	<p><u>Standards:</u> RL. 6.1, RL.6.6</p> <p>Session 18 Author's Point of View/Author's Purpose</p> <p><u>Student Friendly Objective:</u> I CAN determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.</p> <p><u>Materials:</u> "Water" by Helen Keller</p>	<p>Student Book Talk</p> <p>Independent Reading</p> <p><u>Assessment:</u> Author's Perspective Task</p>

	<p><u>Mini-Lesson:</u> I do: Display Anchor Chart: To Research a New Topic... Coach students through some big steps by naming step, talking about what that step means and then giving students time to work.</p> <p>We do: As a table students preview subtopics, sequence their texts</p> <p>You do: Students read information on their topic note-taking and jotting in their reading binders.</p>	<p><u>Mini-Lesson:</u> I do: Present question to the class, "What is GMO labeling like outside of the United States?" Model researching the topic, navigating the websites and narrowing search.</p> <p>We do: Students think aloud and fill in the challenges faced/possible solutions chart</p> <p>You do: Students read information on their topic-- note-taking and jotting in their reading binders.</p> <p><u>Small Group Instruction:</u> Group 1 & 2: Encoding and</p>	<p><u>Mini-Lesson:</u> I do: Define author's point of view and Author's purpose; Copy of "Techniques Author's Use to Convey a Point of View--Author's Point of View" Display advertisement Read Aloud "Rambling 'Round" from This Land Was Made for You and Me</p> <p>We do: Discuss the About the Text Notes.</p> <p><u>Small Group Instruction:</u> Group 3 & 4: Encoding and</p>	<p><u>Mini-Lesson:</u> I do: Explain how to recognize details that may indicate the author's purpose.</p> <p>You do: Students read "Water" answering questions in margins.</p> <p><u>Small Group Instruction:</u> Group 5 & 6: Encoding and</p>	
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	<p><u>Assessment:</u> Teacher observation while groups work together to gather information on topics</p>	<p>Decoding Syllable Division consonant-le Reading Comprehension</p> <p><u>Assessment:</u> Teacher observation while groups work together to gather information on topics</p>	<p>Decoding Syllable Division consonant-le Reading Comprehension</p> <p><u>Assessment:</u> Teacher observation</p>	<p>Decoding Syllable Division consonant-le Reading Comprehension</p> <p><u>Assessment:</u> Teacher observation</p> <p>May give Reading Inventory</p>	
<p>9:45-10:25 Activity Classes</p>	<p>Lee's Homeroom: PE</p>	<p>Lee's Homeroom: Micro Time</p>	<p>Lee's Homeroom: Library</p>	<p>Lee's Homeroom: Art</p>	<p>Lee's Homeroom: Music</p>
<p>10:25-11:25 Writer's Workshop</p>	<p><u>Standards:</u> W.6.2; W.6.2.b; W.6.5</p> <p>Bend 2; Session 12 continued</p> <p><u>Student-Friendly Objective:</u> I CAN write an</p>	<p><u>Standards:</u> W.6.2; W.6.2b; W.6.4</p> <p>Bend 2; Session 13</p> <p><u>Student-Friendly Objective:</u> I CAN consider my</p>	<p><u>Standards:</u> W.6.2; W.6.2.b; W.6.2.c</p> <p>Bend 2; Session 13 continued</p> <p><u>Student-Friendly Objective:</u> I CAN weave</p>	<p><u>Standards:</u> W.6.2; W.6.4</p> <p>Bend 2; Session 14</p> <p><u>Student-Friendly Objective:</u> I CAN reflect on</p>	<p><u>Standards:</u> L.6.2; W.6.5</p> <p>Bend 2; Session 14 continued</p> <p><u>Student-Friendly Objective:</u> I CAN distinguish</p>

	<p>introduction for my entire chapter book.</p> <p>Materials: Writer’s Notebook; Students’ Information Writing; “One Way an Introduction Can Go” Chart; LC pp. 118 - 119.</p> <p>Words for Final Round of Spelling Bee Tryouts</p> <p>Mini-Lesson: I do: TTW refer to the introduction chart and lead students</p>	<p>audience as I write by quoting to achieve certain effects.</p> <p>Materials: Writer’s Notebook; Students’ Information Writing; “Information Writers Use Quotations...” chart; “Writing Information Texts Well” anchor chart; “Transitional Phrases that Lead Readers into Quotations” chart; LC pp. 120 - 124</p> <p>Mini-Lesson: I do: TTW reveal a chart of some of the reasons</p>	<p>quotations into writing by using transitional phrases.</p> <p>Materials: Writer’s Notebook; Students’ Information Writing; “Transitional Phrases that Lead Readers into Quotations” chart; LC pp. 125 - 128</p> <p>Mini-Lesson: I do: TTW explain that writers not only guide their</p>	<p>what I have accomplished and what work is still before me.</p> <p>Materials: Writer’s Notebook; Students’ Information Writing; 6th Grade Information Writing Checklist; Feedback sheets with two columns labeled “Praises” and “Pointers”; LC pp. 129 - 132</p> <p>Mini-Lesson: I do: TTW explain that writers can learn from studying</p>	<p>between the usage of a word either as a subordinating conjunction or as a preposition.</p> <p>Materials: Writer’s Notebook; Feedback sheets with two columns labeled “Praises” and “Pointers”; Students’ Information Writing; 6th Grade Information Writing Checklist;</p> <p>Activity on subordinate conjunction versus a preposition (if time allows)</p> <p>Mini-Lesson: I do: TTW will invite students to go back and read the</p>
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	<p>to think about starting an introduction with a hook and and then following a pattern of hook, context, and tour guide sentence.</p>	<p>writers use quotations and will use the chart to model pulling quotations into a text at just the right place and for just the right purpose. TTW model writing the citations used when adding a quote.</p>	<p>readers up to the quotation, but also guide them out of the quotation--by explaining why the quotation is there. TTW model adding analysis or explanation after quotations and using transitional phrases to help keep the flow going for readers.</p>	<p>others' books and by sharing feedback, especially when that feedback is based on precise, objective criteria. TTW project the entire checklist for the class to view. TTW model breaking down the process by choosing a strand in the checklist to become an expert on and then measuring writing just against the one strand.</p>	<p>feedback jots on both their sheets and notice some common patterns. TTW explain the functions of a preposition and a subordinating conjunction and will model distinguishing between the two in context.</p>
	<p><u>Guided Practice:</u> We do: Ss will be guided to shift their emphasis to structure because the introduction clues readers into the logical structure they will find in the upcoming text of</p>	<p><u>Guided Practice:</u> We do: Ss will be guided to look at their notes and consider their intentions as they arrange the quotations that they have gathered.</p>	<p><u>Guided Practice:</u> We do: Ss (at a table) will work with the teacher to reread all of their quotes to see if they need to be linked with a transitional phrase.</p>	<p><u>Guided Practice:</u> We do: Ss will share some praises and pointers feedback on other students' information books by using the Information Writing Checklist to help give</p>	<p><u>Guided Practice:</u> We do: Ss will turn to a student near them and name something specific that they are doing really well based on their "praises" jots. Then they will name a writing</p>

	writing conclusions.				
	<p><u>Independent Practice</u> You do: Ss will finish drafting the two introductions (one for their current chapter; one for the entire book) and prepare a ready-to-go version for future chapters.</p>	<p><u>Independent Practice</u> You do: Ss will continue writing independently--drawing on everything they have learned in this unit.</p>	<p><u>Independent Practice</u> You do: Ss will finish or nearly finish writing an entirely new chapter in information chapter book.</p>	<p>precise, concrete feedback. Ss will be communicating with their feedback jots instead of through talk.</p>	<p>move that still needs some work based on their “pointers” feedback.</p>
	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing on placing quotations and citations</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing on tying in quotations</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>
	<p><u>Assessment:</u> Teacher</p>	<p><u>Assessment:</u> Teacher observation of</p>	<p><u>Assessment:</u> Teacher observation of writing and</p>	<p><u>Assessment:</u> Teacher observation of</p>	<p><u>Assessment:</u> “Praises” and “Pointers”</p>

	observation of students' drafting introductions	students' using and citing quotations in their text.	editing	students' feedback sheets	Feedback Sheets
11:30-11:35 Begin 2nd Block	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
11:35-11:45 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
11:45-12:05 Word Study/Greek and Latin Roots	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
12:05-12:25 Reading Workshop	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1

12:25-1:05 Lunch/Recess					
1:10-1:45 Reading Workshop Continued	Same as Block 1 ACE	Same as Block 1	Same as Block 1 ACE	Same as Block 1 ACE	Same as Block 1
1:45-2:50 Writer's Workshop					
2:50-3:20 Journaling, Independent Reading, Pack Up, Dismissal					

WRITING STANDARDS

- Write arguments to support claims with clear reasons and relevant evidence. **(W.6.1)**
 - Introduce claim(s) and organize the reasons and evidence clearly. **(W.6.1.A)**

- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **(W.6.1.B)**
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **(W.6.1.C)**
 - Establish and maintain a formal style. **(W.6.1.D)**
 - Provide a concluding statement or section that follows from the argument presented. **(W.6.1.E)**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **(W.6.2)**
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. **(W.6.2.A)**
- Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples. **(W.6.2.B)**
 - Use appropriate transitions to clarify the relationships among ideas and concepts. **(W.6.2.C)**
 - Use precise language and domain-specific words to inform about or explain the topic. **(W.6.2.D)**
 - Establish and maintain a formal style. **(W.6.2.E)**
 - Provide a concluding statement or section that supports the information or explanation presented. **(W.6.2.F)**
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **(W.6.3)**
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **(W.6.3.A)**
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **(W.6.3.C)**
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **(W.6.3.D)**
 - Provide a conclusion that reflects on the narrated experiences or events. **(W.6.3.E)**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(W.6.4)**
- Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language). **(W.6.5)**
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **(W.6.7)**
- Gather relevant information from multiple print and digital sources, and assess the credibility of each source, quote or paraphrase the data and conclusions of others while avoiding plagiarism, and provide basic bibliographic information for sources. **(W.6.8)**
 - Draw evidence from literary and/or informational texts to support analysis, reflection, and research. **(W.6.9)**
 - Apply Grade 6 Reading standards to literature. **(W.6.9.A)**

READING STANDARDS

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(RI.6.1)**
- Examine a grade-appropriate informational text by providing an objective summary and determining a central idea and how it is conveyed through particular details. **(RI.6.2)**
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **(RI.6.3)**
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(RI.6.4)**
 - 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. **(RI.6.5)**
 - Determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text. **(RI.6.6)**
 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **(RI.6.7)**
- By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(RI.6.10)**

LANGUAGE STANDARDS

- Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 6 when writing or speaking. **(L.6.1)**
 - Ensure that pronouns are in the proper case (subjective, objective, possessive). **(L.6.1.A)**
 - Use intensive pronouns (e.g., myself, ourselves) correctly. **(L.6.1.B)**
 - Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). **(L.6.1.C)**
 - Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person. **(L.6.1.D)**
 - Produce complex sentences with a variety of dependent clauses using subordinating conjunctions. **(L.6.1.F)**

- Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions. **(L.6.1.H)**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing. **(L.6.2)**
- Use punctuation with commas, parentheses and dashes to set off nonrestrictive/parenthetical elements. **(L.6.2.B)**
 - Use commas to set off clauses. **(L.6.2.C)**
 - Spell correctly. **(L.6.2.D)**
- Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening. **(L.6.3)**
 - Vary sentence patterns for meaning, reader/listener interest, and style. **(L.6.3.A)**
 - Maintain consistency in style and tone. **(L.6.3.B)**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies. **(L.6.4)**
 - Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **(L.6.4.A)**
 - Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). **(L.6.4.B)**
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **(L.6.4.C)**
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **(L.6.4.D)**
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. **(L.6.5)**
 - Interpret figures of speech (e.g., extended metaphor, personification) in context. **(L.6.5.A)**
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **(L.6.5.B)**
 - Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, un wasteful, thrifty). **(L.6.5.C)**
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **(L.6.6)**

SPEAKING and LISTENING STANDARDS

- Engage effectively in a range of collaborative discussions that are one-on-one, in groups, and teacher-led, with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **(SL.6.1)**
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **(SL.6.1.A)**
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **(SL.6.1.B)**
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **(SL.6.1.C)**
 - Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. **(SL.6.1.D)**
 - Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study. **(SL.6.2)**
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **(SL.6.4)**