

## Clayton's 6th Grade Literacy Lesson Plan

**Date:** December 16 - 20

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00-8:10</b>	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
<b>8:10-8:25</b> Read Aloud/Share d Reading: May be combined with a Reading or Writing Workshop lesson	<b>Read Aloud:</b> Christmas picture book, <i>Cajun Night Before Christmas</i>	<b>Shared Reading:</b> Christmas picture book, original <i>The Night Before Christmas</i>	<b>Read Aloud:</b> A nonfiction piece about worldwide celebrations	<b>Shared Reading:</b> Excerpt from <i>Christmas Carol</i> Readworks.org	<b>Shared Reading:</b> Excerpt from <i>Christmas Carol</i> Readworks.org
<b>8:25-8:50</b> Word Study Greek/Latin Roots	<b>Review Latin/Greek Roots and Bases</b>  Review: pel-, puls, peal-, = drive, push  Decode/Encode: <b>IMPULSIVE APPEAL EXPELLED</b>	<b>Review Latin/Greek Roots and Bases</b>  Review: serv-, servant- = save, keep, serve  Decode/Encode: <b>CONSERVATION SERVITUDE UNRESERVED</b>	<b>Review Latin/Greek Roots and Bases</b>  Review: cred-, credit = believe  Decode/Encode: <b>CREDENTIALS CREDENCE DISCREDIT</b>	<b>Review Latin/Greek Roots and Bases</b>  Review ven-, vent- = come  Decode/Encode: <b>CIRCUMVENT INTERVENE COVENANT</b>	<b>DOJO Celebration</b>

	<p><b>PULSATING</b></p> <p>Define: Word Attack meaning Context: <b>I Do:</b> Tell students that whenever I hear _____, it is spelled _____ to introduce the new morpheme. 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 in relation to the root/base's meaning.</p> <p><b>We Do/You Do:</b> Have students choose a word from today's list and create a sentence with that word. Have</p>	<p><b>RESERVOIR</b></p> <p>Define: Word Attack meaning Context: <b>I Do:</b> Tell students that whenever I hear _____, it is spelled _____ to introduce the new morpheme. 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 in relation to the root/base's meaning.</p> <p><b>We Do/You Do:</b> Have students choose a word from today's list and create a sentence with that word. Have them</p>	<p><b>CREDIBLE</b></p> <p>Define: Word Attack meaning Context: <b>I Do:</b> Tell students that whenever I hear _____, it is spelled _____ to introduce the new morpheme. 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 in relation to the root/base's meaning.</p> <p><b>We Do/You Do:</b> Have students choose a word from today's list and create a sentence with that word. Have them</p>	<p><b>CONVENT</b></p> <p>Define: Word Attack meaning Context: <b>I Do:</b> Tell students that whenever I hear _____, it is spelled _____ to introduce the new morpheme. 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 in relation to the root/base's meaning.</p> <p><b>We Do/You Do:</b> Have students choose a word from today's list and create a sentence with that word. Have them</p>		
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	<p>them exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p> <p>Independent: Students will complete a cloze read by placing vocabulary words in the context of a short passage.</p>	<p>exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p> <p>Independent: Students will complete a cloze read by placing vocabulary words in the context of a short passage.</p>	<p>exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p> <p>Independent: Students will complete a cloze read by placing vocabulary words in the context of a short passage.</p>	<p>exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p> <p>Students will complete a cloze read by placing vocabulary words in the context of a short passage.</p>		
<p><b>8:50-9:45 Reading Workshop</b></p>	<p>Students will finish completing an activity on a nonfiction passage that they began on Friday and determine the overall central idea.</p> <p>Independent Reading</p>	<p><b><u>Assessment</u></b> Post CFA Unit Test</p> <p>"The Gift of the Magi" on Common Lit.</p>	<p>Review of Text Structures</p> <p>Students will cut out sample passages of each structure and place them under the appropriate column.</p>	<p>Reading and Growth Celebration</p> <p>Finish activity on Text Structures</p> <p>Independent Reading</p>	<p><b>DOJO Celebration</b></p>	

<b>9:45-10:25</b> <b>Activity</b> <b>Classes</b>	Lee's Homeroom: PE	Lee's Homeroom: Micro Time	Lee's Homeroom: Library	Lee's Homeroom: Art	Lee's Homeroom: Music	
<b>10:25-11:25</b> <b>Writer's</b> <b>Workshop</b>	Standard: W.6.2 End of the Unit Celebration: Students will share their nonfiction information books with the class.	Standard: W.6.2 End of the Unit Celebration: Students will share their nonfiction information books with the class.	Students will complete a cut and paste activity to reinforce the use of punctuating direct quotations in dialogue.	Students will compare/contrast the two versions of <i>The Night Before Christmas</i> and will begin their version, adding details unique to their situation.	Finish versions of story and present to the class.  Christmas Party	
<b>11:30-11:35</b> <b>Begin 2nd</b> <b>Block</b>	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	
<b>11:35-11:45</b> <b>Read</b> <b>Aloud/Share</b> <b>d Reading:</b> <b>May be</b> <b>combined</b> <b>with a</b> <b>Reading or</b> <b>Writing</b> <b>Workshop</b> <b>lesson</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	
	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	

<b>11:45-12:05</b> <b>Word Study/Greek and Latin Roots</b>						
<b>12:05-12:25</b> <b>Reading Workshop</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	
<b>12:25-1:05</b> <b>Lunch/Recess</b>						
<b>1:10-1:45</b> <b>Reading Workshop Continued</b>	Same as Block 1  ACE	Same as Block 1	Same as Block 1  ACE	Same as Block 1  ACE	Same as Block 1	
<b>1:45-2:50</b> <b>Writer's Workshop</b>						
<b>2:50-3:20</b> <b>Journaling, Independent Reading, Pack Up, Dismissal</b>						

## 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)**