

## Clayton's 6th Grade Literacy Lesson Plan

**Date:** January 21 - 24

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	No School Today in Commemoration of Dr. Martin Luther King's Birthday.	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		<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using short passages from ReadWorks or Common Lit to reinforce comprehension, as well as fluency)	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. (Currently using short passages from ReadWorks or Common Lit to reinforce comprehension, as well as fluency)	<b>Read Aloud:</b> Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using short children's books)	<b>Read Aloud:</b> First chapter of a high-interest book

<p>8:25-8:50 Word Study Greek/Latin Roots</p>		<p><b>Latin Base: fort, forc</b> <b>Greek Base: dynam</b> Review: prefixes/suffixes: -ful, dis, com, -ic, -less New Skill: fort, forc, dynam: power, strength, strong</p> <p>Decode/Encode: fortify, fortitude, forte</p> <p>Define: Word Attack meaning</p> <p>Context: <b>I Do:</b> Display and read advertisement on page 111 in workbook. Highlight words with common base.</p>	<p><b>Latin Base: fort, forc</b> <b>Greek Base: dynam</b> New Skill: fort, forc, dynam: power, strength, strong</p> <p>Decode/Encode: dynamite, dynamic, aerodynamic, hydrodynamic</p> <p>Define: Word Attack meaning</p> <p>Context: <b>I Do:</b> Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud</p>	<p><b>Latin Base: fort, forc</b> <b>Greek Base: dynam</b> New Skill: fort, forc, dynam: power, strength, strong</p> <p>Decode/Encode: comfort, discomfort, forceful</p> <p>Define: Word Attack meaning</p> <p>Context: <b>I Do:</b> 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</p>	<p><b>Latin Base: fort, forc</b> <b>Greek Base: dynam</b> New Skill: fort, forc, dynam: power, strength, strong</p> <p>Decode/Encode: Effort, effortless</p> <p>Define: Word Attack meaning</p> <p>Context: <b>I Do:</b> Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud</p>
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		<p>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><b>We Do/You Do:</b> 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>to process what the sentence says.</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 exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>	<p>the sentence says.</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 exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>	<p>to process what the sentence says.</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 exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>
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<p><b>8:50-9:45 Reading Workshop</b></p>		<p><u>Standard:</u> RL.6.1</p> <p><b>Session 9</b> <u>Student Friendly</u> <u>Objective:</u> The students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Materials:</u> Bend 2 Anchor Chart, Excerpt from <i>The Circuit</i></p> <p><u>Mini-Lesson:</u> I do: Teach that when thinking about the issues that a group of people encounters, it helps to ask. 'How might this</p>	<p><u>Standard:</u> RL.6.2, RL.6.1</p> <p><b>Session 10</b> <u>Student Friendly</u> <u>Objective:</u> The students will examine a 6th grade literary text by determining a theme of a text and how it is conveyed through particular details.</p> <p><u>Materials:</u> Bend 2 Anchor Chart</p> <p><u>Mini-Lesson:</u> I do: Ask the class to brainstorm a list of simple themes they have seen either in music or literature. Teach that when</p>	<p><u>Standard:</u> RL.6.2, RL.6.1</p> <p><b>Session 11</b> <u>Student Friendly</u> <u>Objective:</u> The students will examine a 6th grade literary text by determining a theme of a text and how it is conveyed through particular details.</p> <p><u>Materials:</u> Bend 2 Anchor Chart Sentence template on "Vocabulary for Group-Related Issues" Chart</p> <p><u>Mini-Lesson:</u> I do: Teach students that when considering issues that affect groups, readers can't forget that individuals are</p>	<p>Student Book Talk</p> <p>Independent Reading</p> <p><u>Assessment:</u> Theme Task</p>
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		<p>issue be connected to a power imbalance in between this group and another group?’ and to think, ‘What are the effects of this imbalance?’ Read aloud excerpt, “Inside Out”</p> <p>We do: With a partner or at their table have students think of a group that a main character in their story is a part of. Then have them talk about how that character or group was struggling because of a power imbalance. What are its effects, in the scene itself and probably long after?</p>	<p>we consider simple but common themes from literature and song, we can come to new insights about the issues groups are facing in stories and in life.</p> <p>We do: Students think about ‘Inside Out’ and the theme, ‘It’s hard to be yourself’. Turn and Talk. What new thinking can you grow because you are trying out this theme?</p>	<p>unique, complicated people. Studying individual characters’ responses in the context of group issues can lead to powerful thinking about group, issues, and themes.</p>	
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		<p>You do: Students read book club books and look for your characters' groups and to consider power imbalances between these groups and other groups.</p> <p><u>Small Group Instruction:</u> Group 1 &amp; 2: Encoding and Decoding Syllable Division</p> <p><u>Assessment:</u> Teacher observation</p>	<p>You do: Students read book club books thinking about theme and other points from our anchor chart</p> <p><u>Small Group Instruction:</u> Group 3 &amp; 4: Encoding and Decoding Theme</p> <p><u>Assessment:</u> Teacher observation</p>	<p>You do: Theme Practice</p> <p><u>Small Group Instruction:</u> Group 5 &amp; 6: Encoding and Decoding Syllable Theme</p> <p><u>Assessment:</u> Teacher observation</p>	
<p><b>9:45-10:25</b> <b>Activity</b> <b>Classes</b></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><b>10:25-11:25</b> <b>Writer's</b> <b>Workshop</b></p>		<p><u>Standards:</u> W.6.1.A, W.6.2.C</p>	<p><u>Standards:</u> W.6.1.B, RI.6.1, RL.6.1</p>	<p><u>Standards:</u> W.6.2, W.6.3.A, W.6.5</p>	<p><u>Standards:</u> W.6.2, W.6.1.E, W.6.1.C</p>

		<p><b>Session 8</b></p> <p><u>Student-Friendly Objective:</u> I CAN look closely at the troubles a character faces and how they get in the way of what a character wants by asking myself, “What lessons does the character learn from all of this?”</p> <p><u>Materials:</u> “How to Write a Theme-Based Literary Essay” anchor chart, Students’ copies of “Raymond’s Run,” Student selected stories from Bend I</p>	<p><b>Session 8 continued</b></p> <p><u>Student-Friendly Objective:</u> I CAN use a selected claim to plan the structure for a thematic essay.</p> <p><u>Materials:</u> “How to Write a Theme-Based Literary Essay” anchor chart, Literary Essay Templates, previously written essays</p>	<p><b>Session 10</b></p> <p><u>Student-Friendly Objective:</u> I CAN consider ways to polish up or revise my work and write introductions for a powerful first impression.</p> <p><u>Materials:</u> “Revision Strategies” chart, Student’s essay drafts, Writers’ Notebook, “Alternate Ways to Conclude an Essay” anchor chart, “Conclusions Three Ways”--an</p>	<p><b>Session 10 continued Make-up Work Time and/or Revision</b></p> <p><u>Student-Friendly Objective:</u> I CAN consider alternate ways to conclude an essay.</p> <p><u>Materials:</u> Writers’ Notebook, “Alternate Ways to Conclude an Essay” anchor chart, “Conclusions Three Ways”--an example of writing that shows process for</p>
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		<p><u>Mini-Lesson:</u> I do: TTW share personal stories about troubles and what was learned by going through those troubles. TTW point out the universality of motivations and troubles in a story, setting the stage for doing the same with the universal lesson or theme. TTW guide students' thinking of Squeaky's problem in "Raymond's Run" in a way not specific to this story, rather TTW</p>	<p><u>Mini-Lesson:</u> I do: TTW guide students' discussion on similar and different ways to structure their new essay by looking at previous essays. TTW coach students to take whatever life lesson they are writing about and jot a sentence frame. TTW model using various claims and fitting them in time frames OR by the way the theme works from</p>	<p>example of writing that shows process for crafting and revising a conclusion</p> <p><u>Mini-Lesson:</u> I do: TTW coach students on using a generated list of essay revision strategies. TTW demonstrate a step-by-step writing guide for creating an introduction that can lead to a universal statement about life and then transition to the text-based claim itself by narrowing the focus to the story the students are writing. TTW summarize the steps of the lesson</p>	<p>crafting and revising a conclusion, "How to Write a Theme-Based Literary Essay" anchor chart</p> <p><u>Mini-Lesson:</u> I do: TTW will coach students by revealing a list of choices for writing a conclusion. TTW will refer students to the Alternative Ways to Conclude an Essay chart.</p>
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		<p>channel the class to think of the lesson or theme in more general terms.</p> <p><u>Guided Practice:</u> We do: Ss will work with partners and focus on the end of the story and decide what has changed Squeaky. Then they will work to craft a claim based on their chosen theme.</p> <p><u>Independent Practice</u> You do: Ss will work on their own stories, thinking about the lessons a character learns by examining the motivations and problems of the</p>	<p>the beginning, middle, or end of the story OR work with reasons why the theme is true in the story.</p> <p><u>Guided Practice:</u> We do: Ss will talk in pairs about their possible plans for structuring a theme-based essay. They will write-in-the-air to each other for ways that the essay could unfold.</p> <p><u>Independent Practice</u> You do: Ss will collect evidence for a new theme-based claim by rereading the text through the lens of their claim and searching for the</p>	<p>and then ask the students to recall and name what they know about revision.</p> <p><u>Guided Practice:</u> We do: Ss will be guided to work with partners to generate a list of possible leads by thinking of their essay's larger landscape. As partners, they will list smart types of revision work.</p> <p><u>Independent Practice:</u> You do: Ss will start by revising their introductory paragraph and then by checking that they have used a variety of elaborations,</p>	<p><u>Guided Practice:</u> We do: As partners, Ss will name which strategies they see the teacher using in her conclusions. Ss will share input for updating the chart on how to write a literary essay. .</p> <p><u>Independent Practice:</u> You do: Ss will reread their essay drafts and then draft a conclusion that makes a strong final statement to conclude their thoughts.</p>

		<p>protagonist.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed</p> <p><u>Assessment:</u> Students' theme statements</p>	<p>most convincing evidence for each body paragraph.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Teacher observation of rereading and writing</p>	<p>including stories, examples, quotes, lists, etc.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction on addressing specific struggles</p> <p><u>Assessment:</u> Teacher observation of Student Discussions and Writing</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Student Theme-Based Essay</p>
<p><b>11:30-11:35</b> <b>Begin 2nd Block</b></p>	<p>Good Things/ Bellringer</p>	<p>Good Things/ Bellringer</p>	<p>Good Things/ Bellringer</p>	<p>Good Things/ Bellringer</p>	<p>Good Things/ Bellringer</p>
<p><b>11:35-11:45</b> <b>Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop</b></p>	<p>Same as Block 1</p>	<p>Same as Block 1</p>	<p>Same as Block 1</p>	<p>Same as Block 1</p>	<p>Same as Block 1</p>

lesson					
<b>11:45-12:05</b> <b>Word Study/Greek and Latin Roots</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
<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  ACE	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)**