

## Clayton's 6th Grade Literacy Lesson Plan

**Date:** November 18 - November 22

	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/Shared Reading: May be combined with a Reading or Writing Workshop lesson	<b>Read Aloud:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using the nonfiction text <i>Quest for the Tree Kangaroo</i> .	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt from nonfiction book.	<b>Read Aloud:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. Currently using the nonfiction text <i>Quest for the Tree Kangaroo</i> .	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt from nonfiction book.	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. Currently using the nonfiction text <i>Quest for the Tree Kangaroo</i> .
<b>8:25-8:50</b> Word Study Greek/Latin Roots	<b>Latin Bases:</b> pel, puls, peal = drive, push  New Skill: pel, puls, peal Decode/Encode: REPULSIVE IMPULSIVE COMPULSIVE	<b>Latin Bases:</b> pel, puls, peal = drive, push  Review: pel, puls, peal Decode/Encode: PULSATING EXPULSION PULSE	<b>Latin Bases:</b> pel, puls, peal = drive, push  Review: pel, puls, peal Decode/Encode: APPEAL REPELLENT EXPELLED	<b>Latin Bases:</b> pel, puls, peal = drive, push  Play Headbands with words/Quizlet review	<b>Latin Bases:</b> pel, puls, peal = drive, push  Assessment

	<p>Define: Word Attack meaning 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 the sentence says. <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>Define: Word Attack meaning 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 the sentence says. <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>Independent: pg. 51 in Building Vocabulary Workbook</p>	<p>PROPELLER</p> <p>Define: Word Attack meaning 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 the sentence says. <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</b> <b>Reading</b> <b>Workshop</b></p>	<p><b>Standard:</b> RI.6.1, RI.6.2, RI.6.3, RI.6.4 <b>Session 12</b></p> <p><b>Student Friendly Objective:</b> I CAN analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p><b>Materials:</b> “Into Africa” text, computers</p> <p><b>Mini-Lesson:</b> I do: Read the</p>	<p><b>Standard:</b> RI.6.1, RI.6.2, RI.6.3, RI.6.4 <b>Session 10/11/12</b> <b>Review</b></p> <p><b>Student Friendly Objective:</b> I CAN examine a grade-appropriate informational text, and provide an objective summary.</p> <p><b>Materials:</b> “Into Africa” text; Acknowledge the Author in Your Summary (pg. 83)</p> <p><b>Mini-Lesson:</b> I do: Review how</p>	<p><b>Standard:</b> RI.6.7, RI.6.2, RI.6.1 <b>Session 13</b></p> <p><b>Student Friendly Objective:</b> 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><b>Materials:</b> “Into Africa” text</p> <p><b>Mini-Lesson:</b> I do: Explain why</p>	<p><b>Standard:</b> SL.6.1 <b>Session 14</b></p> <p><b>Student Friendly Objective:</b> I CAN engage in collaborative discussions that are one-on-one, in groups, and teacher-led, with diverse partners on 6th grade topics, texts, and issues, building on others' ideas and expressing my own clearly.</p> <p><b>Materials:</b> Prompt to Grow Your Own Ideas poster</p> <p><b>Mini-Lesson:</b> I do: Teach that</p>	<p>First Chapter Friday Book</p> <p>Summarize Nonfiction Test: “Prairie Ecology”</p> <p>Independent Reading</p> <p>Make up work missed during the week.</p>

	<p>article “Into Africa” identifying tricky parts, and then show how I turn to an outside resource for clarity. Stop and Think Aloud. We do: Students try out the strategy as I read the second section. You do: Students read the 3rd section trying out the strategy on their own. Share responses as time allows.</p> <p>Independent Reading</p>	<p>to create a brief summary of a text. Teach how to include author in summary (pg. 83) We do: Generate main Idea words from article You do: Students complete Sum It Up activity</p> <p>Independent Reading</p>	<p>knowing the vocabulary of a topic matters. Display words associated with GMOs. Sort into categories. (pg. 99) We do: Generate a list of important vocabulary in the article “Into Africa.” You do: Sort using the “Ways to Sort Key Vocabulary” guide. <b>Make a connection with their Writing Workshop Research topic and remind the students to gather words that are important to their topic.</b></p> <p>Independent Reading</p>	<p>when you read nonfiction, you can’t just accept the central ideas and facts authors teach you at face value. You have to read to grow your own ideas about the text, to develop your own theories about a topic. Display “Prompts to Grow Your Own Ideas” image. We do: Guide thinking about listening to others opinions and having a positive class discussion. (See pgs. 108 &amp; 109 for ideas on how to support students in growing ideas)</p> <p><b>Small Group Instruction:</b> Groups 3 &amp; 4:</p>	
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	<p><b>Small Group Instruction:</b> Group 3 &amp; 4: Encoding and Decoding Syllable Division consonant-le</p> <p><u>Assessment:</u> Teacher observation</p>	<p><b>Small Group Instruction:</b> Groups 1 &amp; 2: Summarizing Encoding and Decoding Syllable Division consonant-le</p> <p><u>Assessment:</u> Sum it Up worksheet</p>	<p><b>Small Group Instruction:</b> Groups 5 &amp; 6: Summarizing Encoding and Decoding words with adjacent vowels</p> <p><u>Assessment:</u> Teacher observation</p>	<p>Summarizing Encoding and Decoding adjacent vowels</p>	
<p><b>9:45-10:25 Activity 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 Writer's Workshop</b></p>	<p><b>Standards:</b> W.6.2; W.6.2b, W.6.5</p> <p><b>Bend 2; Session 9</b></p> <p><b>Student-Friendly Objective:</b> I CAN compare my writing against the information writing</p>	<p><b>Standards:</b> W.6.2; W.6.2b</p> <p><b>Bend 2; Session 10</b></p> <p><b>Student-Friendly Objective:</b> I CAN rewrite patches of my writing so that my</p>	<p><b>Standard:</b> W.6.2</p> <p><b>Bend 2; Session 11</b></p> <p><b>Student-Friendly Objective:</b> I CAN use a variety of text features to</p>	<p><b>Standard:</b> W.6.2; W.6.4</p> <p><b>Bend 2; Session 12</b></p> <p><b>Student-Friendly Objective:</b> I CAN plan a chapter that is ready-to-go by</p>	<p><b>Standard:</b> L.6.2, W.6.5</p> <p><b>Bend 2; Session 12 continued</b></p> <p><b>Student-Friendly Objective:</b> I CAN think about the structure of a single chapter in</p>

	<p>checklist to help assess my own writing.</p> <p><b>Materials:</b>  Writer’s Notebook; Students’ Information Writing; Information Checklists/Grades 6 and 7; Anchor Chart: “Writing Information Texts Well”; Teacher Writing Exemplar: A Global Issue; Fig. 9-1 and 9-2; LC pp. 87 - 88.</p> <p><b>Mini-Lesson:</b>  I do:  TTW lead students to think about how they are bringing</p>	<p>sentences resemble mentor sentences.</p> <p><b>Materials:</b>  Writer’s Notebook; Students’ Information Writing; Prewritten chart: “Ways Punctuation Helps Sentences Be Clear”; student copies of Grade 6 Information Writing Checklist; Excerpt from Cyberbullying; Fig. 10-1 and 10-2; LC pp. 89 - 97.</p> <p><b>Mini-Lesson:</b>  I do:  TTW will remind Ss of the three C’s</p>	<p>strengthen my writing.</p> <p><b>Materials:</b>  Writer’s Notebook; Students’ Information Writing; Teacher writing exemplar: “Girls Denied Education”; Link to Mentor Text: “Malala the Powerful”; Anchor Chart: Writing Information Texts Well; “Types of Text Features” Chart; Fig. 11-1 and Fig. 11-3. LC Pp. 100 - 105.</p> <p><b>Mini-Lesson:</b>  I do:  TTW share with Ss how authors use an array of</p>	<p>moving through the whole writing process in my mind as a way to write a final piece in the first draft.</p> <p><b>Materials:</b>  Writer’s Notebook; “Big to Small” chart; “Common Structures for Information/Nonfiction Texts”; “One Way an Introduction Can Go” chart; “Writing Information Texts Well”; LC pp. 110-114.</p> <p><b>Mini-Lesson:</b>  I do:  TTW will coach Ss as an inquiry in helping them make</p>	<p>my information book and craft an introduction to frame the chapter.</p> <p><b>Materials:</b>  Writer’s Notebook; “Writing Information Texts Well” chart; “Strategies for Writing Compelling Introductions” chart; “One Way an Introduction Can Go” chart; LC pp. 115 - 117. Activity on subordinate conjunction versus a preposition.</p> <p><b>Mini-Lesson:</b>  I do:  TTW explain that every chapter (and the book as a</p>
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	<p>their writing to life by their logical structures and use of details to explain more clearly to readers. TTW will guide Ss to check the “Yes” box only when they feel certain that have mastered that concept.</p>	<p>in writing: making writing clear, correct, and complex. TTW display a mentor sentence and then write one of her own modeled after the mentor sentence. TTW will demonstrate why certain punctuation is used and try it in a sentence.</p>	<p>visual text features: pictures, numbers, charts, maps, diagrams, and text boxes. TTW guide Ss in a class inquiry by asking, “What are the kinds of text features that nonfiction writers include and what is each one used for?”</p>	<p>discoveries in the variety of ways that authors introduce their information writing. TTW demonstrate how Ss first “rehearse” all they plan to teach in their upcoming chapter and then jot a key word or phrase for each chunk of information.</p>	<p>whole) needs to be framed by an introduction. Using mentor text from Malala, TTW demonstrate the three parts that one needs to include in planning an introduction: hook, background, and guide.</p>
	<p><b><u>Guided Practice:</u></b> We do: Compare writing expectations using the elaboration strand of the sixth grade information Writing Checklist to their writing while leaning on partner’s feedback.</p>	<p><b><u>Guided Practice:</u></b> We do: Ss will be guided to follow the demonstration with an additional sentence that they choose and ask themselves, “What punctuation is the author using to make this sentence more complex?”</p>	<p><b><u>Guided Practice:</u></b> We do: Ss will be guided to study mentor texts, examining them for types of text features and considering how to incorporate some of them in their own writing. Within small groups, Ss will use informational texts and list all the different types</p>	<p><b><u>Guided Practice:</u></b> We do: Ss will be guided to remember all they have learned--rehearsing, drafting, revising in their minds and aloud--and then writing. Ss will follow the T’s modeling of jotting down plans as a first version in their chapters and</p>	<p><b><u>Guided Practice:</u></b> We do: Ss will be guided to observe the techniques of fictional writers in creating an introduction. Ss will be prompted to pull out the narrative, storytelling moves of previously studied introductions (in the text set</p>

	<p><b><u>Independent Practice</u></b> You do: Ss will continue to make decisions about their writing as they revise and add length to their writing.</p> <p><b><u>Small Group Instruction:</u></b> Small group and/or one on one instruction or conferencing</p> <p><b><u>Assessment:</u></b> Teacher observation of student note-taking and revising</p>	<p><b><u>Independent Practice</u></b> You do: Ss will apply strategies of the three C's as they continue to edit and revise their work and make some sentences complex.</p> <p><b><u>Small Group Instruction:</u></b> Small group and/or one on one instruction or conferencing on varying sentence length.</p> <p><b><u>Assessment:</u></b> Teacher observation of</p>	<p>of text features they find.</p> <p><b><u>Independent Practice</u></b> You do: Ss will plan the type of text features they plan to use to best help them accomplish their goal of teaching their information.</p> <p><b><u>Small Group Instruction:</u></b> Small group and/or one on one instruction or conferencing on "A well-placed text feature is worth a thousand Words."</p> <p><b><u>Assessment:</u></b> Teacher observation of writing and</p>	<p>choosing a structure for the chapter.</p> <p><b><u>Independent Practice:</u></b> You do: Ss will continue working through the writing process quickly as the deadline for their chapter books is soon approaching.</p> <p><b><u>Small Group Instruction:</u></b> Small group and/or one on one instruction or conferencing</p> <p><b><u>Assessment:</u></b> Teacher observation of planning, writing,</p>	<p>packet) and observe what worked.</p> <p><b><u>Independent Practice:</u></b> You do: Ss will practice finding ways to interest the reader, inform the reader, and orient the reader--all through an intentional and well-planned introduction.</p> <p><b><u>Small Group Instruction:</u></b> Small group and/or one on one instruction on writing compelling introductions.</p> <p><b><u>Assessment:</u></b> The introductory paragraph</p>
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		student editing and revision	editing	and editing.	
<b>11:30-11:35 Begin 2nd Block</b>	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
<b>11:35-11:45 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson</b>	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 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 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 Lunch/Recess</b>					

<b>1:10-1:45</b> <b>Reading</b> <b>Workshop</b> <b>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</b> <b>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)**