

Clayton's 6th Grade Literacy Lesson Plan

Date: December 9 - 13

	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. (Currently using selected passages from ReadWorks to reinforce comprehension, as well as fluency) After you read: What is the central idea of this passage? Supporting details?	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. (Currently using selected passages from ReadWorks to reinforce comprehension, as well as fluency) After you read: Summarize the passage.	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book.

<p>8:25-8:50 Word Study Greek/Latin Roots</p>	<p>Latin Bases: ten-, tin-, tent-, tain- = hold</p> <p>New Skill: ten-, tin-, tent-, tain-</p> <p>Decode/Encode: DISCONTINUE DISCONTENT CONTENTS</p> <p>Define: Word Attack meaning Context: I Do: 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</p>	<p>Latin Bases: ten-, tin-, tent-, tain- = hold</p> <p>Review: ten-, tin-, tent-, tain-</p> <p>Decode/Encode: RETAIN ABSTAIN DETAIN DETENTION</p> <p>Define: Word Attack meaning Context: I Do: 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</p>	<p>Latin Bases: ten-, tin-, tent-, tain- = hold</p> <p>Review: ten-, tin-, tent-, tain-</p> <p>Decode/Encode: TENACIOUS TENURE CONTINENT</p> <p>Define: Word Attack meaning Context: I Do: 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</p>	<p>Latin Bases: ten-, tin-, tent-, tain- = hold</p> <p>Complete crossword puzzle with sentences and context clues/Quizlet review</p>	<p>Latin Bases: ten-, tin-, tent-, tain- = hold</p> <p>Assessment</p>
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	<p>says in relation to the root/base's meaning.</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. 69 in <i>Building Vocabulary from Word Roots</i></p>	<p>sentence says in relation to the root/base's meaning.</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: Unscramble letters of words to complete sentences, using context clues (pg. 70)</p>	<p>sentence says in relation to the root/base's meaning.</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: Read words in context (advice column, pg. 71) and respond to questions over words' meanings.</p>	<p>Independent: Use completed pg. 69 in <i>Building Vocabulary from Word Roots</i> to apply word meaning to writing sentences.</p>	
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<p>8:50-9:45 Reading Workshop</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><u>Mini-Lesson:</u></p>	<p><u>Standard:</u> RI.6.2, RI.6.5</p> <p>Central Idea and details Review</p> <p><u>Student Friendly Objective:</u> I CAN examine a grade-appropriate informational text, and determine a central idea, how it is conveyed through particular details.</p> <p><u>Materials:</u> Excerpt from Harriet Tubman: Conductor of the Underground Railroad, "Six Years Old" Copy of Text Meaning Worksheet</p> <p><u>Mini-Lesson:</u></p>	<p><u>Standard:</u> RI.6.2</p> <p>Summary Review</p> <p><u>Student Friendly Objective:</u> I CAN examine a grade-appropriate informational text, and provide an objective summary.</p> <p><u>Materials:</u> <i>Words We Live By: Your Annotated Guide to the Constitution, "We the People"</i></p> <p><u>Mini-Lesson:</u></p>	<p><u>Standard:</u> RL.6.1, RL.6.6</p> <p>Author's Point View/ Author's Purpose Review</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> Exit ticket with 2 questions for assessment</p> <p><u>Mini-Lesson:</u></p>	<p>First Chapter Friday (Preferably student led)</p> <p>Unit Post Test</p> <p>Practice reading Christmas Storytime books for Monday</p> <p>Independent Reading</p>
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	<p>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>I do: Ask students to define central idea by descrambling the letter tiles. Model the strategy "chunking" using the excerpt from <i>Harriet Tubman: "6 Years Old"</i> Asking the following questions:</p> <ul style="list-style-type: none"> • What does Harriet know about all of her family members? • What was she taught about the North Star? • Why did she learn to fear the patrollers? <p>The teacher will model paraphrasing each "chunk" and record answers on the text meaning worksheet.</p>	<p>I do: Define summary. Show students how to use the Text Meaning Worksheet for Harriet Tubman to write a summary of the central or main idea of the passage read.</p> <p>You do: Students read excerpt from "We the People" and go through the process from yesterday completing the text meaning worksheet and text coding their copy of the passage.</p>	<p>I do: Review the definition of Author's Point of View and Author's Purpose.</p> <p>We do: Looking at the 2 passages from this week what is the Author's purpose and Point of View.</p> <p>You do: Students read independent nonfiction book with the purpose of identifying the Author's Purpose and Point of View.</p>	
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	<p><u>Small Group Instruction:</u> Dibels 6th Edition with Groups 1 & 2</p> <p><u>Assessment:</u> Author's Perspective Task</p>	<p>We do: Model one more strategy, text coding. Students analyze the text and use the 3 text codes they learned on their copy of <i>Harriet Tubman</i>.</p> <p><u>Small Group Instruction:</u> Dibels 6th Edition with Groups 3 & 4</p> <p><u>Assessment:</u> Teacher observation while groups work together to gather information on topics</p>	<p><u>Small Group Instruction:</u> Dibels 6th Edition with Groups 5 & 6</p> <p><u>Assessment:</u> Teacher observation</p> <p>Resource: https://www.cpalms.org/Public/PreviewResourceLesson/Preview/50996</p>	<p><u>Assessment:</u> Exit Ticket: What is the Author's purpose for writing the nonfiction book or passage you read? What was the Author's Point of View?</p>	
9:45-10:25 Activity Classes	Lee's Homeroom: PE	Lee's Homeroom: Micro Time	Lee's Homeroom: Library	Lee's Homeroom: Art	Lee's Homeroom: Music
10:25-11:25	<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>

<p>Writer's Workshop</p>	<p>W.6.2; W.6.5</p> <p>Bend 2; Session 14 continued</p> <p><u>Student-Friendly Objective:</u> I CAN give feedback as praises and pointers to my peers regarding their information writing chapter books.</p> <p><u>Materials:</u> Writer's Notebook; 6th Grade Information Writing Checklist; "Praises" and "Pointers" sheet; peers' shared chapter books; LC pp. 129 - 132.</p> <p><u>Mini-Lesson:</u></p>	<p>W.6.2; W.6.2b; W.6.4</p> <p>Bend 2; Session 14 continued</p> <p><u>Student-Friendly Objective:</u> I CAN create a "Works Cited" page at the end of my chapter book.</p> <p><u>Materials:</u> Writer's Notebook; Students' Information Writing; "Information Writers Use Quotations..." chart; Flocabulary website</p> <p><u>Mini-Lesson:</u></p>	<p>W.6.2; W.6.2.b; W.6.2.c</p> <p>Bend 3; Session 15</p> <p><u>Student-Friendly Objective:</u> I CAN study mentor texts to get a vision of the whole kind of writing.</p> <p><u>Materials:</u> Writer's Notebook; Information Writing Checklist; Students' Information Writing; Exemplar website: freethechildren.com; LC pp. 136 - 139.</p> <p><u>Mini-Lesson:</u></p>	<p>W.6.2; W.6.4</p> <p>Bend 3; Session 16</p> <p><u>Student-Friendly Objective:</u> I CAN determine what information is most important to share when presenting my work in a digital format.</p> <p><u>Materials:</u> Writer's Notebook; 6th Grade Information Writing Checklist; LC pp. 144 - 148.</p> <p><u>Mini-Lesson:</u></p>	<p>L.6.2; W.6.5</p> <p>Bend 3; Session 16 continued</p> <p><u>Student-Friendly Objective:</u> I CAN revise my work to fit digital formats. I CAN identify and correct run-on sentences.</p> <p><u>Materials:</u> Writer's Notebook; Flocabulary Website: https://www.flocabulary.com/unit/run-on-sentences/; LC pp. 151.</p> <p><u>Mini-Lesson:</u></p>
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	<p>I do: TTW model giving feedback specific to elaboration with emphasis on varied kinds of information, such as facts, quotations, examples, and definitions</p>	<p>I do: TTW model how to punctuate quotes correctly using quotation marks, commas, etc. TTW provide an informational page to add to the student's writing folder.</p>	<p>I do: TTW invite students to study a mentor text, looking at the aspects of writing that they are already familiar with from the Information Writing Checklist.</p>	<p>I do: TTW model a less-than-perfect plan and ask students to notice what doesn't quite hold up. TTW model the revision of the writing plan and determine what is essential and must stay and what can be cut or moved to a less prominent spot.</p>	<p>I do: TTW model how to identify run on sentences and options for correcting them. TTW encourage students to write up notes on their websites and slide shows to help prepare them for giving their presentations.</p>
	<p><u>Guided Practice:</u> We do: Ss will be guided to work with partners to assess peers' chapter books using the Information Writing Checklist</p>	<p><u>Guided Practice:</u> We do: Ss will work with a partner to create a "Works Cited" page. They will complete a Flocabulary (https://www.flocabulary.com/unit/works-cited/) activity, in which they watch a video about the proper use of citing information.</p>	<p><u>Guided Practice:</u> We do: Ss will be guided to look at the home page and notice how the information is laid out and pieced together. TTW lead Ss to study the next part of a mentor text and discuss their insights with a partner. TTW guide Ss to look at</p>	<p><u>Guided Practice:</u> We do: Ss will be guided to determine what information is most important for each individual page or slide in their own "prototypes."</p>	<p><u>Guided Practice:</u> We do: Ss will complete a Flocabulary activity, in which they watch a teaching video about run-on sentences.</p>

			websites and PowerPoint presentations.		
		<p><u>Independent Practice</u> You do: The students will complete the corresponding Read and Respond and quiz.</p>	<p><u>Independent Practice</u> You do: The students will continue to work collaboratively to look at the text through a lens of structure--not only the overall work, but how individual parts are structured.</p>	<p><u>Independent Practice:</u> You do: The students will underline or circle the parts (in light pencil)they choose as the most important and make a note in the margins about on which page or slide the information should go.</p>	<p><u>Independent Practice:</u> You do: Ss will work through the activities on Flocabulary. Then they will finish revising their planning notes.</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 citation</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> Flocabulary Quiz</p>	<p><u>Assessment:</u> Teacher observation</p>	<p><u>Assessment:</u> Teacher observation of</p>	<p><u>Assessment:</u> Flocabulary quiz</p>

	observation of students' assessment of peers' chapter books	s		students' revisions	
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	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1

Roots					
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)**