

Clayton's 6th Grade Literacy Lesson Plan

Date: February 3 - 7

	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 from nonfiction book. (Currently reading a chapter a day from <i>A Long Walk to Water</i>) Fluency Check (Using Packet of Passages)	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using short passages from <i>ReadWorks</i> or <i>CommonLit</i> to reinforce comprehension, as well as fluency) Fluency Check (Using Packet of Passages)	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. (Currently using short passages from <i>ReadWorks</i> or <i>CommonLit</i> to reinforce comprehension, as well as fluency) Fluency Check (Using Packet of Passages)	Read Aloud: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently reading a chapter a day from <i>A Long Walk to Water</i>) Fluency Check (Using Packet of Passages)	Read Aloud: First chapter of a high-interest book or <i>A Long Walk to Water</i> Fluency Check (Using Packet of Passages)

<p>8:25-8:50 Word Study Greek/Latin Roots</p>	<p>Review of relationships between word bases/prefixes and meanings.</p> <p>Assessment over words with Greek prefixes syn-, sym- meaning with or together AND words with Latin bases sent-, sens- meaning think or feel</p>	<p>Latin Bases: nat-, natur-</p> <p>New Skill: nat-, natur- means be born, give birth, produce</p> <p>Decode/Encode: innate, native, natural</p> <p>Define: Word Attack meaning</p> <p>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</p>	<p>Latin Bases: nat-, natur-</p> <p>New Skill: nat-, natur- means be born, give birth, produce</p> <p>Decode/Encode: cognates, prenatal, postnatal</p> <p>Define: Word Attack meaning</p> <p>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</p>	<p>Greek Bases: gen-, gener-</p> <p>New Skill: gen-, gener- means be born, give birth, produce</p> <p>Decode/Encode: genetics, gender, generic,</p> <p>Define: Word Attack meaning</p> <p>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</p>	<p>Greek Bases: gen-, gener-</p> <p>New Skill: gen-, gener- means be born, give birth, produce</p> <p>Decode/Encode: regenerate, degenerate, genuine</p> <p>Define: Word Attack meaning</p> <p>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</p>
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		<p>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>https://membean.com/treelist</p>	<p>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>https://membean.com/treelist"</p>	<p>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>Page102: Sentence Starters--Using words to complete sentences for meaning. https://membean.com/treelist</p>	<p>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>Crossword Puzzle with sentence completion as clues for study guide.</p> <p>https://membean.com/treelist</p>
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<p>8:50-9:45 Reading Workshop</p>	<p>Post CFA Reading Social Issues Unit</p> <p>Students read independent reading book 15 minutes</p>	<p>Standard: RL.6.4</p> <p>Student Friendly Objective: The students will analyze the impact of a specific word choice on meaning and/or tone.</p> <p>Materials: Figurative Language Graphic Organizer/ Foldable</p> <p>Mini-Lesson: I do: Define connotation and denotation (positive & negative)</p> <p>We do: Generate</p>	<p>Standard: RL.6.4, RL.6.5</p> <p>Student Friendly Objective: The students will analyze the impact of a specific word choice on meaning and/or tone. The students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Materials: "Oranges" by Gary Soto</p> <p>Mini-Lesson: I do: Have students read "Oranges" by Gary Soto silently. We do: Then read aloud guiding students to</p>	<p>Standard: RL.6.4, RL.6.5</p> <p>Student Friendly Objective: The students will analyze the impact of a specific word choice on meaning and/or tone. The students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Materials: Computers, CommonLit</p> <p>Mini-Lesson: I do: Introduce poet and novelist Langston Hughes to the class. You do: Students read <i>Harlem</i> by Langston Hughes and answer</p>	<p>Students read independent books 15 minutes. Looking for Figurative Language in their text.</p> <p>Comprehension and Fluency Packet</p> <p>World Read Aloud Day - Video Book Talks on the Hour</p>
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		<p>a list of synonyms with negative connotations for each word. Ex. curious-snoopy, nosey; bold-aggressive, pushy</p> <p>I do: Define meaning and tone. Use examples for each. Review Types of Figurative Language: simile, metaphor, personification, hyperbole You do: Make a graphic organizer with definitions and examples.</p> <p>Students read independent books 15 minutes. Looking for Figurative Language in their text.</p>	<p>answer questions in the margin.</p> <p>You do: Students read "Ode to Family Photographs" by Gary Soto</p> <p>Assessment: Students answer After You Read questions 1-7</p> <p>Small Group: Encode/Decode: Long Vowel Patterns. Use words on DSA Form A pg 56.</p>	<p>guiding questions and assessment questions.</p> <p>Students read independent books 15 minutes. Looking for Figurative Language in their text.</p> <p>Small Group: Encode/Decode: Long Vowel Patterns. Use words on DSA Form A pg 56.</p>	
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		Small Group: Encode/Decode: Long Vowel Patterns. Use words on DSA Form A pg 56.			
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 Writer's Workshop	<u>Standards:</u> W.6.3, W.6.4, W.6.9, RL.6.3 <u>Student-Friendly Objective:</u> I CAN consider elements of plot (exposition and conflict) when planning a narrative. <u>Materials:</u> "Treasure of Lemon"	<u>Standards:</u> W.6.3, W.6.4, L.6.1 <u>Student-Friendly Objective:</u> I CAN consider which point of view works best for the story that I write. I CAN identify run-ons and sentence fragments and correct them. <u>Materials:</u> "Treasure of	<u>Standards:</u> W.6.3, W.6.4, L.6.1.F <u>Student-Friendly Objective:</u> I CAN create tension in my story by adding details that lead to a climax in a story. I CAN write complex sentences with a variety of dependent clauses. <u>Materials:</u> "Treasure of	<u>Standards:</u> W.6.3, W.6.4 <u>Student-Friendly Objective:</u> I CAN consider creating a theme by writing from a specific character's perspective. I CAN identify the differences between words used as prepositions and conjunctions. <u>Materials:</u> "Treasure of	<u>Standards:</u> W.6.3, W.6.4 <u>Student-Friendly Objective:</u> I CAN write a resolution for my story. I CAN underline (italicize) titles of works that take a long time to create and use quotation marks for those titles that take a short time to create. <u>Materials:</u> "Treasure of

	<p>Brown,” Copy of “The Scholarship Jacket” or “Papa’s Parrot,” Writer’s Notebook, Plot chart template on chart paper</p> <p><u>Mini-Lesson:</u> I do: TTW demonstrate collecting ideas for a narrative by listing common problems or conflicts in life, using examples from texts that students have read. TTW read the exposition of two different stories and model the purposes of each exposition that leads the writer to conflicts in the story. TTW explain the two types of conflicts.</p>	<p>Lemon Brown,” Copy of “The Scholarship Jacket” or “Papa’s Parrot,” Writer’s Notebook, Editing Checklist, Two paragraphs of written work.</p> <p><u>Mini-Lesson:</u> I do: TTW list the types of points of view and name the advantage of writing from each one. TTW will use previously studied texts to demonstrate the effectiveness of a particular point of view in a specific story. TTW model how to correct run-ons and fragments.</p>	<p>Lemon Brown,” Copies of previously read texts, Plot chart template, Anchor chart with list of common subordinating conjunctions</p> <p><u>Mini-Lesson:</u> I do: TTW read excerpts from selected text and point out how the author doesn’t just tell everything, but slowly builds suspense by stretching out details that lead to the high point of the story. TTW explain the meaning of a complex sentence and how to write one by using a list of subordinating conjunctions. (D,I</p>	<p>Lemon Brown,” Copy of “The Scholarship Jacket” or “Papa’s Parrot,” Writer’s Notebook, Anchor chart of subordinating conjunctions (A WHITE BUS)</p> <p><u>Mini-Lesson:</u> I do: TTW guide the students to the theme in “The Scholarship Jacket” and ask from whose perspective does the theme come? TTW demonstrate that (by using scenarios from various stories) the theme or life lesson often comes through the character’s experiences from the conflict. TTW show Ss how prepositions and conjunctions</p>	<p>Lemon Brown,” Plot chart template on chart paper, list of various titles</p> <p><u>Mini-Lesson:</u> I do: TTW read the ending of the mentor text and guide students to think of how the conflict(s) is resolved. TTW demonstrate what the author said and what he did not say. TTW give examples of titles of long pieces of work and titles of short pieces of work.</p>
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	<p><u>Guided Practice:</u> We do: Ss will work with a partner to look at a different story that has been studied and discuss what background information is learned in the exposition and what major conflict is introduced.</p> <p><u>Independent Practice</u> You do: Ss will begin planning their own story and creating the exposition and conflict.</p>	<p><u>Guided Practice:</u> We do: Ss will work together to change a paragraph from first person pov to third person pov. Ss will discuss the advantage or disadvantage of making the change in pov. Ss will be guided to find sentence run-ons and fragments and correct them within the paragraphs.</p> <p><u>Independent Practice</u> You do: Ss will choose a point of view from which to write their story and make corrections</p>	<p>or ID)</p> <p><u>Guided Practice:</u> We do: Ss will work with a children’s story like “The Three Little Pigs” to plot the steps in the rising action that leads to the climax. Students will work with a partner to write a D, I complex sentence, and the partner will change it to a ID sentence. Ss will be guided to choose the appropriate conjunction.</p> <p><u>Independent Practice</u> You do: Ss will continue writing their narratives by slowing down and</p>	<p>function differently.</p> <p><u>Guided Practice:</u> We do: Ss will discuss various short stories or fables and write the perspective from which the stories are told. Ss will be guided to think about the story if it were told from a different perspective. Ss will practice identifying prepositions and conjunctions by looking at their function within the sentence.</p> <p><u>Independent Practice:</u> You do: Ss will continue to write their narratives to include a life</p>	<p><u>Guided Practice:</u> We do: Ss will be guided to list other possible resolutions and discuss how the character(s) is impacted by the resolution.</p> <p><u>Independent Practice:</u> You do: Ss will finish the draft of their narratives and begin the revising and editing process.</p>
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	<p><u>Small Group Instruction:</u> Any one-on-one help as needed</p> <p><u>Assessment:</u> Teacher observation of students' planning and writing</p>	<p>to sentence errors as they write.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed.</p> <p><u>Assessment:</u> Teacher observation of writing.</p>	<p>adding steps in the rising action to build tension.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p> <p><u>Assessment:</u> Teacher observation of students selecting texts and identifying common themes.</p>	<p>lesson or theme.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction on themes</p> <p><u>Assessment:</u> Teacher observation of writing</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Students' Narrative Drafts; Punctuation Titles</p>
<p>11:30-11:35 Begin 2nd Block</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>11:35-11:45 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson</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>

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)**