

Clayton's 6th Grade Literacy Lesson Plan

Date: January 13 - 17

	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	<p>Read Aloud: Short story, nonfiction article, poem, children's book, excerpt or chapter from fiction book. (Currently using short passages from ReadWorks or CommonLit to reinforce comprehension, as well as fluency)</p> <p>Post Reading Task: Determine the theme.</p>	<p>Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from fiction book. (Currently using short passages from ReadWorks or CommonLit to reinforce comprehension, as well as fluency)</p>	<p>Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from fiction book. (Currently using short passages from ReadWorks or CommonLit to reinforce comprehension, as well as fluency)</p>	<p>Read Aloud: Short story, nonfiction article, poem, children's book, excerpt from fiction book. (Currently using A Long Walk to Water to reinforce comprehension, as well as fluency)</p> <p>Post Reading Task: State textual evidence of character trait(s)</p>	<p>Read Aloud: First chapter of a high-interest book</p>

<p>8:25-8:50 Word Study Greek/Latin Roots</p>	<p>Latin Bases: New Skill: bio = life</p> <p>Decode/Encode: autobiography, biology, biomass, biodiversity</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 from today's list and create a sentence</p>	<p>Latin Bases: New Skill: gen = birth</p> <p>Decode/Encode: generation, congenital, progeny</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 from today's list and create a</p>	<p>Latin Bases: New Skill: anthrop(o) = human being; humankind</p> <p>Decode/Encode: misanthrope, philanthropic, anthropologist</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 from today's list</p>	<p>Latin Bases:</p> <p>Independent: Quizlet and/or crossword puzzle using sentences with fill-in-the-blank as context clues.</p>	<p>Latin Bases:</p> <p>Assessment</p>
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	<p>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>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>and create a sentence with that word. Have them exchange sentences with their partner. After reading each other's sentences, Ss should explain what the sentence means.</p> <p>Practice: Students will practice using their new words to complete a cloze reading assignment.</p>		
<p>8:50-9:45 Reading Workshop</p>	<p><u>Standard:</u> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.9, RL.6.10</p> <p>Session 3 <u>Student Friendly Objective:</u> The students will cite textual evidence to support analysis of what the text says</p>	<p><u>Standard:</u> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.9, RL.6.10</p> <p>Session 5 <u>Student Friendly Objective:</u> The student will cite textual evidence to support analysis of what the text says</p>	<p><u>Standard:</u> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.9, RL.6.10</p> <p>Session 6 <u>Student Friendly Objective:</u> The student will analyze how a particular sentence, chapter, scene, or</p>	<p><u>Standard:</u> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.9, RL.6.10</p> <p>Session 7/8 <u>Student Friendly Objective:</u> The student will cite textual evidence to support analysis of what the text says</p>	<p><u>Standard:</u> RL6.1</p> <p>Cite Evidence Task</p> <p>Assessment: Cite Evidence Task</p> <p>Book clubs & Independent</p>

	<p>explicitly as well as inferences drawn from the text.</p> <p><u>Materials:</u> Bend 1 anchor chart, Video clip from <i>Inside Out</i></p> <p><u>Mini-Lesson:</u> I do: The teacher will teach students to pay careful attention to how each character contributes to relationship issues. Show video clip and ask “How does the daughter help to cause the trouble?” Reread section of</p>	<p>explicitly as well as inferences drawn from the text.</p> <p><u>Materials:</u> “My Side of the Story” “When Studying Power, Pay Attention To...” chart Bend 1 anchor chart</p> <p><u>Mini-Lesson:</u> I do: Describe how power shifts in a relationship can affect or explain the relationships between characters. Read excerpt from “My Side of the Story” with a focus on analyzing how power issues can</p>	<p>stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><u>Materials:</u> Clip from <i>Moana</i>, chart “When Traits Collide”, Bend 1 anchor chart</p> <p><u>Mini-Lesson:</u> I do: Teach that two characters might clash because of their entrenched and long-lasting traits. Point out that readers can analyze the reasons that characters’ traits collide to come to deeper thinking about the characters and their relationship.</p>	<p>explicitly as well as inferences drawn from the text.</p> <p><u>Materials:</u> Read Aloud: . “Inside Out” from <i>The Circuit</i>, Video Clip “Together We Make Football: Sam Gordon”, Bend 2 anchor chart</p> <p><u>Mini-Lesson:</u> I do: Shift students into the work of this new bend with a read aloud of the first half of “Inside Out” from <i>The Circuit</i>. Show clip. Conduct read aloud.</p>	<p>reading</p>
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	<p>“My Side of the Story”</p> <p>We do: Study a section of the read-aloud noting how each character might be contributing to the trouble. You do: Students will read in book clubs and jot about possible causes for trouble in relationships citing evidence from the text.</p> <p>You do: <u>Small Group Instruction:</u> Encoding & Decoding: Comprehension: Cite Text Evidence</p>	<p>affect the characters.</p> <p>We do: Ask: “How does more power affect the dad?” “How does having less power affect Will?” Have students turn and talk and then quickly share their answers. Make reference to charts.</p> <p>You do: Students will read on in their book club books taking note of character relationships.</p> <p><u>Small Group Instruction:</u> Encoding and Decoding Reading Comprehension</p>	<p>We do: Students talk with book club members about relationships in their books. Ask, “Where do you see the possible collision of traits in the novels you’re reading?”</p> <p>You Do: Give examples of student work and share ideas of how students can jot and write long about a topic they have recently learned.</p> <p><u>Small Group Instruction:</u> Encoding and</p>	<p>We do: Discuss read aloud</p> <p>You do: Read book club books noticing issues that are group-related rather than personal.</p> <p><u>Small Group Instruction:</u> Encoding and Decoding Reading</p>	
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	<u>Assessment:</u> Teacher observation	<u>Assessment:</u> Teacher observation while groups work together to gather information on topics	Decoding Reading Comprehension <u>Assessment:</u> Teacher observation	Comprehension <u>Assessment:</u> Teacher observation	
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.6.1.A, W.6.1.B Session 4 <u>Student-Friendly Objective:</u> I CAN think of an idea or claim that captures the whole of the character so that it is big enough possibly to become	<u>Standards:</u> W.6.1.A, W.6.2.C Session 5 <u>Student-Friendly Objective:</u> Once I have tested my claim, I CAN plan how I will structure my essay.	<u>Standards:</u> W.6.1.B, RI.6.1 Session 6 <u>Student-Friendly Objective:</u> I CAN study a completed essay while doing an inquiry and researching the question, "What	<u>Standards:</u> W.6.1.B, W.6.1.C, RI.6.1 Session 7 <u>Student-Friendly Objective:</u> I CAN revise my essay to make sure that I explain why and how the evidence connects with, or supports	<u>Standards:</u> W.6.2, W.6.3.A, W.6.9, L.6.1 Session Work Make-up Time and/or Revision <u>Student-Friendly Objective:</u> I CAN revisit my writing to revise and elaborate in order to

	<p>the central idea of the entire essay.</p> <p><u>Materials:</u> “How to Write a Literary Essay about Character” anchor chart, Writers’ Notebooks, Student copy of “Raymond’s Run,” Selected Student short texts</p> <p><u>Mini-Lesson:</u> I do: TTW emphasize that to generate a claim, it helps to reread and review text in order to come up with a collection of possible claims. TTW read and review entries for claims in “Raymond’s Run.”</p>	<p><u>Materials:</u> “How to Write a Literary Essay about Character” anchor chart, Boxes-and-Bullets Essay Structure Template, Writers’ Notebooks, Copy of “Raymond’s Run” shared text</p> <p><u>Mini-Lesson:</u> I do: TTW model rereading the shared text through the lens of the claim in order to collect the most compelling evidence to support thinking. TTW highlight strategies (skimming, annotating) used to look for</p>	<p>makes for a good literary essay?”</p> <p><u>Materials:</u> A sample literary essay to use as a mentor text, “Things to Look for When Annotating a Mentor Essay” chart, copies of the Argument Writing Checklist for grades 5 and 6</p> <p><u>Mini-Lesson:</u> I do: Instead of a regular mini-lesson, TTW do an inquiry with the students by seeking to answer, “What exactly does a writer do to go from making a claim and collecting evidence to actually</p>	<p>my claim.</p> <p><u>Materials:</u> “Ways to Analyze Evidence” chart, Students’ drafts and short texts, Student Writing Sample, Clean copies of the Argument Writing Checklist for grades 5 and 6, enlarged T essay</p> <p><u>Mini-Lesson:</u> I do: TTW communicate to Ss that making a claim and supporting it with an example for the story is not enough. TTW model analyzing evidence from the shared text. TTW lead discussion of how or why a scene shows an idea--the analysis</p>	<p>strengthen it and reach my writing goal.</p> <p><u>Materials:</u> Writer’s Notebook</p> <p><u>Independent Practice:</u> You do: Ss will use the IXL website to create varied sentences based on models.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Draft of Literary Essay</p>

	<p><u>Guided Practice:</u> We do: Ss will be guided to name claims that are big enough to encompass the most important ideas about the character, Squeaky. Ss will be guided to test the claims they generated by weighing whether each encompasses the whole character and text and revise and rewrite claims that work.</p>	<p>evidence. TTW model bringing the evidence into the story.</p> <p><u>Guided Practice:</u> We do: Ss will be guided to focus on what the evidence is showing about the character and then actually to bring that part of the story into the essay. Ss will be guided either to use paraphrasing to recreate the portion of the story OR to summarize the story's background and quote key parts only.</p>	<p>constructing an essay?" TTW will annotate the enlarged copy to help Ss get started.</p> <p><u>Guided Practice:</u> We do: Ss will be guided to look over a draft of a literary essay and think about what the author has done that they can do as well. As the T reads the first three paragraphs of a student written literary essay, Ss will look and annotate the claim and its relationship to supporting ideas, as well as a link between evidence and an idea.</p>	<p>of how a scene supports the rationale for a claim, using thought prompts.</p> <p><u>Guided Practice:</u> We do: Ss will be guided to use thought prompts to help focus the big ideas into a powerful line. Ss will work with a partner with one reading the evidence, and the other tossing out a thought prompt in order to keep the writer analyzing the evidence. Then they will switch roles.</p>	
	<p><u>Independent Practice</u></p>	<p><u>Independent Practice</u></p>	<p><u>Independent Practice</u></p>	<p><u>Independent Practice:</u></p>	

	<p>You do: Ss will start doing similar work to settle on a claim for their own character essay in an assigned text.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed</p> <p><u>Assessment:</u> Teacher Observation</p>	<p>You do: Ss will continue working on their boxes-and-bullets plan, rereading their story through the lens of their claim and collecting evidence.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed</p> <p><u>Assessment:</u> Teacher Observation of structure plan</p>	<p>You do: Ss will annotate (mark up) their text. When finished with their observations, they will revise the modeled plan to add elements and write their essay draft.</p> <p><u>Small Group Instruction:</u> Any one-on-one help or scaffolding as needed</p> <p><u>Assessment:</u> Teacher Observation of annotations</p>	<p>You do: Ss will continue revising their essays by analyzing their evidence with an emphasis on the how and why of it.</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 analyzing essays</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</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>

Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson					
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, unwhasteful, 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)**