

Clayton's 6th Grade Literacy Lesson Plan

Date: January 6 - 10

	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 fictional book. (Currently using short children's books)</p> <p>Post Reading Task: Determine the theme.</p>	<p>Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using short passages from ReadWorks or Common Lit to reinforce comprehension, as well as fluency)</p>	<p>Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. (Currently using short passages from ReadWorks or Common Lit to reinforce comprehension, as well as fluency)</p>	<p>Read Aloud: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using short children's books)</p> <p>Post Reading Task: Summarize the passage.</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: fac, fic, fact, fect = do or make</p> <p>Decode/Encode: perfect, defect, factory, faculty</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 with that word. Have them</p>	<p>Latin Bases: fac, fic, fact, fect = do or make</p> <p>Decode/Encode: deficient, confection, affection</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 with that word. Have them</p>	<p>Latin Bases: fac, fic, fact, fect = do or make</p> <p>Decode/Encode: effective, imperfect, disinfect</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 with that word. Have them</p>	<p>Latin Bases: fac, fic, fact, fect = do or make</p> <p>Independent: Quizlet</p>	<p>Latin Bases: fac, fic, fact, fect = do or make</p> <p>Assessment</p>
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	<p>exchange sentences with their partner. After reading each other's sentences, Ss should explain what the sentence means.</p>	<p>exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>	<p>exchange sentences with their partner. After reading each other's sentences, Ss should explain what the sentence means.</p> <p>Practice: Pg 71 in workbook</p>		
<p>8:50-9:45 Reading Workshop</p>	<p>The teacher will review Reading Workshop expectations. The teacher will administer the</p> <p>Social Book Clubs Unit Pre CFA</p> <p>Students will receive their Book Club folders.</p>	<p><u>Standard:</u> RL.6.1</p> <p>Session 1 <u>Student Friendly Objective:</u> I can participate in a read-aloud and discuss character relationships.</p> <p><u>Materials:</u> Bend 1 Anchor Chart, "My Side of the Story" from <i>First French Kiss</i> by Adam</p>	<p><u>Standard:</u> RL.6.1, RL.6.3</p> <p>Session 2 <u>Student Friendly Objective:</u> I can determine the negative and positive relationships of characters.</p> <p><u>Materials:</u> Bend 1 Anchor Chart, "My Side of the Story" from <i>First French Kiss</i> by Adam</p>	<p><u>Standard:</u> RL.6.1, RL.6.3</p> <p>Session 3 <u>Student Friendly Objective:</u> I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Materials:</u> Bend 1 Anchor Chart, Video clip from <i>Inside Out</i></p>	<p><u>Standard:</u> RL.6.1</p> <p>Cite Evidence Task</p> <p>Assessment: Cite Evidence Task</p> <p>Book clubs & Independent reading</p>

		<p>Bagdasarian Book Club Books Relationship web graphic organizer</p> <p><u>Vocabulary:</u> inference, analyze, cite, text evidence</p> <p><u>Mini-Lesson:</u> I do: Introduce read aloud asking, “How can being with others create problems?” Conduct read aloud pausing for discussion about the relationships between all the characters.</p> <p>You do: Students begin reading book club books.</p> <p><u>Small Group Instruction:</u> No small groups today because of read aloud and launch of book</p>	<p>Bagdasarian Digital Copy of “To Work toward More Positive Relationships” chart</p> <p><u>Mini-Lesson:</u> I do: Share teaching point. Demonstrate analyzing a familiar scene to decide if a relationship is positive or negative. We do: Model using a T-chart, have students share responses and add them to the T-chart giving examples of how the relationship is positive or negative. The teacher displays the chart of pg. 16</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 “My Side of the Story” We do: Study a section of the read-aloud noting how each character might be contributing to the trouble.</p>	
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		<p>clubs.</p>	<p>connecting the lesson to real life. You do: Students meet in book clubs and consider the positive and negative sides of relationships they come across in their books. Students record answers in folder.</p> <p><u>Small Group Instruction:</u> Group 1 & 2 Encoding & Decoding: Morpheme Patterns (Suffixes) Lesson 3.5 in WORDS Reading Comprehension: Cite Text Evidence</p> <p><u>Assessment:</u> Teacher observation</p>	<p>You do: Students will read in book clubs and jot about possible causes for trouble in relationships citing evidence from the text.</p> <p><u>Small Group Instruction:</u> Group 3 & 4: Encoding & Decoding: Morpheme Patterns (Suffixes) Lesson 3.5 in WORDS Reading Comprehension: Cite Text Evidence</p> <p><u>Assessment:</u> Teacher observation</p>	
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<p>9:45-10:25 Activity Classes</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>10:25-11:25 Writer's Workshop</p>	<p>The teacher will review Writing Workshop expectations with an emphasis on paragraphing and using a variety of sentences.</p> <p>The teacher will administer the Unit PreCFA for the Literary Essay by asking students to think of a topic or issue about which they have a very strong opinion.</p> <p>Students will write an essay in which they will state their opinion or claim and argue why it is right, giving reasons why they feel this way.</p>	<p><u>Standards:</u> W.6.1.A, W.6.2.C</p> <p>Session 1</p> <p><u>Student-Friendly Objective:</u> I CAN start writing with a clear sense of structure, shaping my content into that structure and changing the structure around if the content requires me to do so.</p> <p><u>Materials:</u> Chart paper and markers, "Boxes and Bullets Essay Structure" anchor chart, Writer's</p>	<p><u>Standards:</u> W.6.1.B, RI.6.1</p> <p>Session 2</p> <p><u>Student-Friendly Objective:</u> I CAN generate ideas for an essay about literature by rereading a text very closely, paying attention to important details about characters, and thinking about the author's intentions.</p> <p><u>Materials:</u> "How to Write a Literary Essay about Character" anchor chart, Student copies of</p>	<p><u>Standards:</u> W.6.2, W.6.3.A, W.6.9</p> <p>Session 3</p> <p><u>Student-Friendly Objective:</u> I CAN think about characters through the lens of what causes them to act the way they do.</p> <p><u>Materials:</u> "How to Write a Literary Essay about Character" anchor chart, "Thought Prompts</p>	<p><u>Standards:</u> W.6.2, W.6.3.A, W.6.9</p> <p>Session 3 extended</p> <p><u>Student-Friendly Objective:</u> I CAN study a mentor entry to name what that writer has done and try the technique in my own writing.</p> <p><u>Materials:</u> Figures 3-2 and 3-3 on page 33; multiple copies of children's books, Writer's Notebook.</p>

		<p>Notebook.</p> <p><u>Mini-Lesson:</u> I do: TTW point out that today's mini-lesson will be different in that the class will work together on a quick essay just for practice.</p>	<p>the shared text "Raymond's Run," "Thought Prompts that Help an Essayist Think and Write" chart, and short texts to study across the unit.</p> <p><u>Mini-Lesson:</u> I do: TTW model using strategies of noting details in the shared text and asking after each part, "Why might the author have chosen this particular detail?" TTW will model using thought prompts from the chart to find a possible author's purpose.</p>	<p>that Help an Essayist Think and Write" chart, an enlarged copy of excerpted passages from the shared class text, "Raymond's Run," Students' texts of choice, and Writer's Notebook.</p> <p><u>Mini-Lesson:</u> I do: TTW emphasize that when writing about characters, one way a writer makes his ideas more powerful is by looking beyond the obvious details and to figure out what the character really wants from other people and from life. TTW ask Ss to look for what motivates the character in the shared text--what motivates her to</p>	<p><u>Mini-Lesson:</u> I do: TTW coach Ss to study mentor entries in order to explore new ways of thinking about a short story. TTW prompt Ss to study a specific part of an entry.</p>
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		<p><u>Guided Practice:</u> We do: Ss will recall the story of “The Three Little Pigs” by quickly retelling it to each other, working in pairs. TTW emphasize thinking especially about the third pig. TTW give a starting claim, and Ss will generate reasons that fit into the template. TTW guide Ss in boxing out the thesis statement and putting bullet points below, setting up a structure or plan for students to add content. TTW emphasize that after Ss cite an</p>	<p><u>Guided Practice:</u> We do: Ss will read aloud to each other another passage from the shared text, paying attention to another detail that might reveal the character and then to write off from what they notice.</p>	<p>act a certain way. TTW lead Ss to ponder her real motivation.</p> <p><u>Guided Practice:</u> We do: Ss will work with a partner to share their thinking about what Squeaky really wants by tracing their ideas through the beginning, middle, and end of the story.</p>	<p><u>Guided Practice:</u> We do: Ss will be guided to look specifically for one really terrific thing that the writer has done in two mentor entries.</p>
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		<p>example, they need to analyze how it fits with their point and write a transition to get started on the next body paragraph.</p> <p><u>Independent Practice</u> You do: Ss will flashdraft an entire essay on the admirable character, the Third Little Pig.</p>	<p><u>Independent Practice</u> You do: Ss will start using the demonstrated strategies with the short story they choose. Ss will be prompted to go to a part that they think really reveals the main character and reread that part (about four lines), underlining key words and key details.</p>	<p><u>Independent Practice:</u> You do: Ss will continue to grow ideas about their selected story by returning to important scenes in the text and finding details that pinpoint what the character really wants deep down inside.</p>	<p><u>Independent Practice:</u> You do: Ss will choose a short children's book and write an entry about a character in that book.</p>
		<p><u>Small Group Instruction:</u> Any one-on-one help as needed</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one</p>

		<u>Assessment:</u> The flash draft essay of the third little pig.	instruction or conferencing <u>Assessment:</u> Teacher observation of underlining key parts	instruction or conferencing <u>Assessment:</u> Teacher observation of Student Discussions and Writing	instruction or conferencing <u>Assessment:</u> Student Writing Entry
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 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)**