

Clayton's 6th Grade Literacy Lesson Plan

Date: November 11 - November 15

	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. Currently using the nonfiction text <i>Quest for the Tree Kangaroo</i> . :	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book.	Read Aloud: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. Currently using the nonfiction text <i>Quest for the Tree Kangaroo</i> .	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book.	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. Currently using the nonfiction text <i>Quest for the Tree Kangaroo</i> .
8:25-8:50 Word Study Greek/Latin Roots	Latin Bases: serv, servant="save, keep, serve" New Skill: serv, servant Decode/Encode: SERVITUDE CONSERVE	Latin Bases: serv, servant="save, keep, serve" Review: serve, servant Decode/Encode: CONSERVATION OBSERVATORY	Latin Bases: serv, servant="save, keep, serve" Review: serve, servant Decode/Encode: PRESERVES RESERVOIR	Latin Bases: serv, servant="save, keep, serve" Review: serve, servant Decode/Encode: SERVILE SERVICE	Latin Bases: serv, servant="save, keep, serve" Assessment

	<p>RESERVE 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 exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>	<p>SUBSERVIENT 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 exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p> <p>Independent: pg. 51 in Building Vocabulary Workbook</p>	<p>UNRESERVED 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 exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>	<p>SERVICEABLE 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 exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p> <p>Independent: Quizlet</p>	
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<p>8:50-9:45 Reading Workshop</p>	<p><u>Standard:</u> RI.6.1, RI.6.2, RI.6.3</p> <p>Session 9 Student Friendly <u>Objective:</u> I CAN analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p><u>Materials:</u> Article “The Battle Over GMOs”, mini version of the “To Make the Most of Your Nonfiction Texts” anchor chart</p> <p><u>Mini-Lesson:</u></p>	<p><u>Standard:</u> RI.6.2</p> <p>Session 10 Student Friendly <u>Objective:</u> I CAN examine a grade-appropriate informational text, and provide an objective summary.</p> <p><u>Materials:</u> Article “The Battle Over GMOs”, Main Idea picture worksheet, Anchor Charts listed on pg. 79</p> <p><u>Mini-Lesson:</u></p>	<p><u>Standard:</u> RI.6.2</p> <p>Session 10 Student Friendly <u>Objective:</u> I CAN examine a grade-appropriate informational text, and provide an objective summary.</p> <p><u>Materials:</u> Nonfiction Text: Mimic Octopus</p> <p><u>Mini-Lesson:</u></p>	<p><u>Standard:</u> RI.6.7, RI.6.2, RI.6.1</p> <p>Session 11 Student Friendly <u>Objective:</u> I CAN integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p><u>Materials:</u> Copy of “What are GMOs?” notes, Video: “Seeing Red: The Flavor Savor Tomato”, To Synthesize Across Texts Chart, Nonfictions Read and Respond Graphic Organizer</p> <p><u>Mini-Lesson:</u></p>	<p>First Chapter Friday Book</p> <p>Independent Reading</p> <p>Readworks.org Assessment</p> <p>Make up work missed during the week.</p> <p>Running Records for Group 5 & 6</p>

	<p>I do: Model using strategies from Bend 1 to tackle new text. We do: Revise thinking of central ideas as we read 'I Don't Think We know Enough' excerpt. You do: Students read on about their topic jotting notes about central ideas.</p>	<p>I do Read "The Battle Over GMOs pausing to have students think aloud and with a partner. Create a class poster including central idea and main ideas. Make sure to explain the difference between main ideas and details. Reference the charts for today's session</p> <p>We do: Students work with a partner to answer questions about the central idea and main ideas from the article.</p> <p>You do: Students use a picture to practice determining main idea and supporting details.</p>	<p>I do: Teach that summaries should include the mention of the author. Pg. 83 Show anchor chart.</p> <p>You do: Read "The Mimic Octopus" (Teacher reads first paragraph, students finish, word attack: <u>mannerism</u>) Write a 3-4 sentence summary of the text.</p>	<p>I do: Teach that nonfiction readers synthesize their previous learning with their new learning to form new insights. Pass out GMO notes. Start video. We do: Students take notes and share how new information fits, extends, or contradicts their earlier learning. Teacher guides discussion and supports students. You do: Students read an article on their research topic. Students complete Read and Respond Nonfiction text graphic organizer.</p>	
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	<p>Independent Reading</p> <p><u>Small Group Instruction:</u> Group 3 & 4: Prioritizing Time with Texts You Can Read pg. 77 Encoding and Decoding Syllable Division consonant-le</p> <p><u>Assessment:</u> Teacher observation</p>	<p>Independent Reading</p> <p><u>Small Group Instruction:</u> Groups 1 & 2: Summarizing Encoding and Decoding Syllable Division consonant-le</p> <p><u>Assessment:</u> Teacher observation</p>	<p>Independent Reading</p> <p><u>Small Group Instruction:</u> Groups 5 & 6: Summarizing Encoding and Decoding words with adjacent vowels</p> <p><u>Assessment:</u> Teacher observation</p>	<p><u>Small Group Instruction:</u> Groups 3 & 4: Summarizing Encoding and Decoding adjacent vowels</p> <p><u>Assessment:</u> Students turn in graphic organizer</p>	
<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><u>Standards:</u> W.6.2; W.6.2b, W.6.5</p> <p>Bend 2; Session 7</p>	<p><u>Standards:</u> W.6.2; W.6.2b</p> <p>Bend 2; Session 7</p>	<p><u>Standard:</u> W.6.2</p> <p>Bend 2; Session 7</p>	<p><u>Standard:</u> W.6.2; W.6.4</p> <p>Bend 2; Session 8</p>	<p><u>Standard:</u> L.6.2, W.6.5</p> <p>Bend 2; Session 9</p>

	<p><u>Student-Friendly Objective:</u> I CAN write in ways that get through to readers by using quotations, examples, statistics, precise names, lists, anecdotes, observations, and images and cement it all together with ideas and transitions.</p> <p><u>Materials:</u> Writer’s Notebook; “Malala the Powerful” article; “Writing Information Texts Well” anchor chart; “Some Recommended Transition Words” chart; “Common Structures for Information/Nonfiction Texts” chart from Session 6. LC pp. 64 - 68</p>	<p><u>Student-Friendly Objective:</u> I CAN plan for revising my chapter by adding more varied information, starting with a structure, and doing more research before revision, if necessary.</p> <p><u>Materials:</u> Writer’s Notebook; “Writing Information Texts Well” anchor chart LC p 69</p>	<p><u>Student-Friendly Objective:</u> I CAN revise my writing in order to lift the level of my writing. I can use transition or connecting words and choose a text structure most appropriate for my information.</p> <p><u>Materials:</u> Writer’s Notebook; “Common Structures for Information/Nonfiction Texts” chart from Session 6; “Some Recommended Transition Words” chart LC pp. 70 - 73</p>	<p><u>Student-Friendly Objective:</u> I CAN construct information texts that are built with a variety of precise bits of information by reading with an eye toward collecting all those different kinds of information and organize the notes from the information in a meaningful way.</p> <p><u>Materials:</u> Writer’s Notebook; Figure 8-1 (Estefany’s trail of research); Figure 8-2; “Power-Learning and Note-Taking Chart LC pp. 74-78</p>	<p><u>Student-Friendly Objective:</u> I can use the apostrophe in the appropriate place to show that a singular noun is showing ownership. I CAN write long, with vivid, concrete details that bring my text to life.</p> <p><u>Materials:</u> Writer’s Notebook; “Writing Information Texts Well”; Information Writing Checklist; A copy of teacher’s demonstration text; activity sheet on singular possessive nouns. LC pp. 79 - 84</p>
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	<p><u>Mini-Lesson:</u> I do: TTW assign two passages from “Malala the Powerful” and ask Ss, “What can we notice about the way the author constructs her text out of bricks of information? What does she do that we can do in our own writing?”</p>	<p><u>Mini-Lesson:</u> I do: TTW remind Ss to think about the practicalities of the revision that they will do. TTW will reveal the “Writing Information Texts Well” and read aloud the points to the class.</p>	<p><u>Mini-Lesson:</u> I do: TTW guide students from research to revision to drafting of yet another chapter by reading a short piece on Malala and modeling what needs to be revised. TTW remind Ss to pace themselves and select a text structure based on their topic.</p>	<p><u>Mini-Lesson:</u> I do: TTW model scanning through resources in text pack to make strategic choices about what to read and to set up for researching and note-taking. TTW will practice reading aloud a text while Ss gear up to collect certain sorts of information in order to illustrate that researchers collect different information depending on the point they are trying to make.</p>	<p><u>Mini-Lesson:</u> I do: TTW retell a true story about a prize winning author’s coaching to avoid squishing up things that eliminate detail. TTW will tell about other writers/writing teachers who place equal emphasis on writing with detail.</p>
	<p><u>Guided Practice:</u> We do: Ss will work with a partner to jot down the kind of information that the author used and analyze the mentor</p>	<p><u>Guided Practice:</u> We do: Ss will be guided to distribute the work of searching for</p>	<p><u>Guided Practice:</u> We do: As Ss work in partners, TTW remind Ss to consider some photographs or</p>	<p><u>Guided Practice:</u> We do: Ss will be guided to think about the logistics of note-taking so that they can plop</p>	<p><u>Guided Practice:</u> We do: TTW help Ss practice reading for details by reading aloud a</p>

	<p>text. TTW make one cumulative class list of the kinds of information included in the mentor text.</p> <p><u>Independent Practice</u> You do: Will reread what I have already written and annotate it with marginal notes, naming the kinds of information I had already included and work toward revising my chapter to include more varied and specific information in the draft.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or</p>	<p>concrete information so that they can add to their texts.</p> <p><u>Independent Practice</u> You do: Will not only rewrite, but will also start working toward their next chapter.</p> <p><u>Small Group Instruction:</u> Small group</p>	<p>charts or maps to use to emphasize their topics.</p> <p><u>Independent Practice</u> You do: Will move from writing about a particular activist to writing about a broader issue that has been chosen and determine which text structure works best.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one</p>	<p>their notes right into the draft that they have already begun. Ss will be guided to consider how they will structure their chapter in order to collect notes in that structure.</p> <p><u>Independent Practice:</u> You do: Get started on organizing note-taking and use the anchor chart on Power-learning and Note-Taking as a guide</p> <p><u>Small Group Instruction:</u> Small group and/or one on one</p>	<p>text and having Ss harvest the details.</p> <p><u>Independent Practice:</u> You do: Think about how much I included in the writing that I did most recently and make notes about planned revisions.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one</p>
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	<p>conferencing</p> <p><u>Assessment:</u> Teacher observation of student note-taking and revising</p>	<p>and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Teacher observation of student research and revision</p>	<p>instruction or conferencing</p> <p><u>Assessment:</u> Teacher observation of writing</p>	<p>instruction or conferencing</p> <p><u>Assessment:</u> Teacher observation of note-taking</p>	<p>instruction or conferencing</p> <p><u>Assessment:</u> Table of Contents and First Chapter draft</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>
<p>11:45-12:05 Word Study/Greek and Latin Roots</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>

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)**