

Clayton's 6th Grade Literacy Lesson Plan

Date: November 4 - November 8

	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	Unit: 2 <i>Building Vocabulary from Word Roots</i> Unit 2; Lesson 8 Root or Base: ven-, vent-	Unit: 2 <i>Building Vocabulary from Word Roots</i> Unit 2; Lesson 8 Root or Base: ven-, vent-	Unit: 2 <i>Building Vocabulary from Word Roots</i> Unit 2; Lesson 8 Lesson 8 Quiz on bases ven-, vent- (Encoding and	Unit: 2 <i>Building Vocabulary from Word Roots</i> Unit 2; Lesson 9 Root or Base: serv-, servant-	Unit: 2 <i>Building Vocabulary from Word Roots</i> Unit 2; Lesson 9 Root or Base: serv-, servant-

	<p>Introduction: Clarifying meanings of words.</p> <p>Multi-sensory: Use pronunciation guide to box, circle, and underline according to the chart.</p> <p>Practice: Reviewing words and how they relate to the meaning of the base.</p> <p>Word Building: Recognizing base meaning in related words</p>	<p>Introduction: Review of words learned with the ven or vent base.</p> <p>Multi-sensory: Students complete vocabulary quadrants OR flash card game with images to review word meanings.</p> <p>Practice: Finding synonyms and antonyms of a given word and creating a sentence with context clues and/or using images to clarify meaning of words.</p> <p>Word Building: Recognizing base meaning</p>	<p>Decoding)</p>	<p>Introduction: Activate Prior Knowledge/Teach New Concepts</p> <p>Multi-sensory: Use pronunciation guide to divide words into syllables and underline the vowels.</p> <p>Practice: Use Dictionary.com to match meanings to the words. (p.49)</p> <p>Word Building: Recognizing base meaning of words with different affixes</p>	<p>Introduction: Activate Prior Knowledge/Teach New Concepts</p> <p>Multi-sensory: Unscrambling words with serv-/servant-</p> <p>Practice: Working with a partner, students will unscramble words to use in sentences (p 50) and use Dictionary.com to find meanings.</p> <p>Word Building: Identifying new words with the serv/servant bases</p>
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	<p>Context Reading: Students will answer questions from a sample letter based on unknown word's use in context. (p.46)</p>	<p>Context Reading: Students will identify words during independent and shared reading and add them to word chart.</p>		<p>Context Reading: Students will identify words during independent and shared reading and add them to word chart.</p>	<p>Context Reading: Students will use context clues to place the unscrambled words in appropriate sentences.</p>
<p>8:50-9:45 Reading Workshop</p>	<p>Standard: RI.6.1, RI.6.2, RI.6.3 Session 6</p> <p>Student Friendly Objective: Students will analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>Materials: Fast Food Nation excerpt for each</p>	<p>Standard: RI.6.7 Session 7</p> <p>Student Friendly Objective: Students will 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>Materials: non-fiction books and articles</p>	<p>Standard: RI.6.7, RI.6.3 Session 8</p> <p>Student Friendly Objective: Students will 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>Materials: "The Battle Over GMOs", chart</p>	<p>Standard: RI.6.1, RI.6.2, RI.6.3 Session 9</p> <p>Student Friendly Objective: Students will analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>Materials: Article "The Battle Over GMOs", mini version of the "To</p>	<p>Standard: RL.6.3</p> <p><u>First Chapter Friday:</u> The teacher will read the first chapter of a high interest chapter book to motivate students to read independently and make good choices in book selections.</p> <p>The teacher will model making responses to the text in regards to the week's lessons.</p>

	<p>child, Bend 1 Anchor Chart</p> <p>Mini-Lesson: I do: Share how ideas, events, and people in a nonfiction text are often linked to central ideas. Read excerpt on pg. 47. Model how to make connections between new information and what had come before.</p> <p>We do: Distribute excerpt to each student. Students read text and ask themselves how the idea has developed and fits with what came before. You do:</p>	<p>Mini-Lesson: I do: Introduce articles and trade books on different high interest topics.</p> <p>You do: “Speed Dating” research topics. Students will keep a list of topics they are most interested in studying.</p>	<p>paper, “So what is genetic engineering?” (link in online resources), Bend 2 anchor chart</p> <p>Mini-Lesson: I do: Introduce whole-class research topic. Define subtopics.</p> <p>We do: Read Aloud pg. 67 pausing for discussion</p> <p>You do: Build background knowledge on their chosen topic. Identify subtopics in their texts.</p>	<p>Make the Most of Your Nonfiction Texts” anchor chart</p> <p>Mini-Lesson: I do: Model using strategies from Bend 1 to tackle new text.</p> <p>We do: Revise thinking of central ideas as we read ‘I Don’t Think We know Enough’ excerpt.</p> <p>You do: Students read on about their topic, jotting notes about central ideas.</p>	<p>Assessment on Readworks.org</p> <p>Independent Reading</p> <p>Reading Accuracy Checks</p>
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	<p><u>Small Group Instruction:</u> Groups 1 & 2 Word Work: Vowel Teams, Students will decode and encode words. Reading: Students will read 'Spinning Storms' on their level. Comprehension: Students will determine the central idea of the text.</p> <p><u>Assessment:</u> Teacher observation</p>	<p><u>Small Group Instruction:</u> Groups 3 & 4 Word Work: Vowel Teams, Students will decode and encode words. Reading: Students will read 'Spinning Storms' on their level. Comprehension: Students will determine the central idea of the text</p> <p><u>Assessment:</u> Teacher observation</p>	<p><u>Small Group Instruction:</u> Groups 5 & 6 Word Work: Vowel Teams, Students will decode and encode words. Reading: Students will read on their level. Comprehension: Students will determine the central idea of the text</p> <p><u>Assessment:</u> Students will turn in their subtopic list or web</p>	<p><u>Small Group Instruction:</u> Groups 7 & 8: Prioritizing Time with Texts You Can Read pg. 77 Encoding and Decoding</p> <p><u>Assessment:</u> Teacher observation</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</p>	<p><u>Standards:</u> W.6.2; W.6.2b</p>	<p><u>Standards:</u> W.6.2; W.6.2b</p>	<p><u>Standard:</u> W.6.2</p>	<p><u>Standard:</u> W.6.2; W.6.4</p>	<p><u>Standard:</u> L.6.2, W.6.5</p>

<p>Workshop</p>	<p><u>Bend 1; Session 4 Student-Friendly Objective:</u> I CAN work with a partner to “borrow” and offer feedback for improvement. NOTE: Some students will be doing their flash drafts (with emphasis on including evidence) because they were absent on Friday.</p> <p><u>Materials:</u> Writer’s Notebook; Information Writing Checklist LC pp. 39 - 40.</p>	<p><u>Bend 2 Session 5 Student-Friendly Objective:</u> I CAN focus on a part of my original topic while being led along a trail of research.</p> <p><u>Materials:</u> Writer’s Notebook; A chart of subtopic text sets (abandoned pets, bullying, child labor, the environment, and Malala and girls education); “Power Learning</p>	<p><u>Bend 2; Session 5 Student-Friendly Objective:</u> I CAN ask myself, “What’s the important thing about this?” and use this question to provide direction for research.</p> <p><u>Materials:</u> Writer’s Notebook; A chart of subtopic text sets (abandoned pets, bullying, child labor, the environment, and Malala and girls education); “Power Learning</p>	<p><u>Bend 2; Session 6 Student-Friendly Objective:</u> I CAN organize my information books in a logical sequence by either looking back at the trail of my own research and see if that sequence is workable or fit the information into one of three or four common text structures.</p> <p><u>Materials:</u> Writer’s Notebook; Table of Contents Chart, Versions 1 and 2; “Common Structures for Information/ Nonfiction Texts” charts; Fig. 6-1 LC pp. 53 - 59.</p>	<p><u>Bend 2; Session 6 Student-Friendly Objective:</u> I CAN share compliments and suggestions for revision. I CAN form plurals of nouns without using an apostrophe. I CAN give a compliment on my partner’s writing that will matter to him/her and give a helpful tip so the writer can make some important revisions.</p> <p><u>Materials:</u> Writer’s Notebook; Information Writing Checklist; Comprehensive Sample of Nouns with Irregular Plural Forms; LC pp. 62 - 63</p>
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	<p><u>Mini-Lesson:</u> I do: Go over the Informational Writing Checklist to remind students to focus on the big stuff and organize the information into sections/paragraphs in a way that makes sense. TTW remind Ss not to forget the little things: punctuation choices, quotes, references to sources.</p>	<p>and Note Taking” Anchor Chart from Bend 1. LC pp. 42 - 48.</p> <p><u>Mini-Lesson:</u> I do: Invite students to extend their research by asking themselves, “Can I take this issue on as my own?” TTW guide Ss to go from citing the initial topic that the whole-class research revolved around (teen activism) to naming a sequence of subsequent topics of interests.</p>	<p>and Note Taking” Anchor Chart from Bend 1. LC pp. 49 - 52.</p> <p><u>Mini-Lesson:</u> I do: Refer students to the anchor chart and remind them to annotate their work. Remind students to pause after reading to take notes and to pause after taking notes to organize the notes. Remind about the importance of chunking lists into categories and of thinking how they should organize their notes.</p>	<p><u>Mini-Lesson:</u> I do: Explain that sometimes writers structure information texts so that readers are brought along the writer’s trail of research. TTW show how the class’s research could be slotted into one possible table of contents.</p>	<p><u>Mini-Lesson:</u></p> <ul style="list-style-type: none"> a. TTW will go over rules of forming irregular noun plurals and model doing so in sentences. b. TTW review checklist so that the readers can determine what is working and what the writer can revise to make it better. <p><u>Guided Practice:</u> We do: Working as partners, we will compliment</p>
	<p><u>Guided Practice:</u> We do: Trade essays with a</p>	<p><u>Guided Practice:</u> We do: Name subtopics that</p>	<p><u>Guided Practice:</u> We do: With a partner and</p>	<p><u>Guided Practice:</u> We do: TTW guide students’ thinking</p>	

	<p>partner to discuss what the other is doing well and that he/she could try in his own writing. You will also give constructive feedback on those elements that could be fixed.</p>	<p>become important to us through the guided process of starting with one broad topic and then honing in on a more focused subtopic and placing the smaller topic into context.</p>	<p>depending on which research group, TTW will guide one to imagine how one would organize work and/or divide the collection of resources into subtopics.</p>	<p>on creating the chapters based on main topics and subtopics based on the questions, “What’s important about this?” and “Whatever became interesting to you next?” TTW channel Ss to try out several common ways of structuring nonfiction texts.</p>	<p>and suggest any revisions for our writing. TTW guide SS during the group process.</p>
	<p><u>Independent Practice</u> You do: Take the feedback from partners and create three reading goals to continue reaching for every time you write.</p> <p><u>Small Group</u></p>	<p><u>Independent Practice</u> You do: Divided into small research groups, you will Investigate a subtopic related to teen activism, highlighting subtopics around which you have a text set.</p> <p><u>Small Group</u></p>	<p><u>Independent Practice</u> You do: Using the scaffolding from the teacher and the anchor chart, you will narrow your focus to a subtopic within a broader issue and gather specific information within that subtopic.</p> <p><u>Small Group</u></p>	<p><u>Independent Practice:</u> You do: Continue working with the chapter you are on and consider whether you need to draft another possible plan.</p> <p><u>Small Group</u></p>	<p><u>Independent Practice:</u> You do: Using annotations and notes, Ss will write a substantially improved draft.</p> <p><u>Small Group Instruction:</u></p>

	<p><u>Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Flash Draft</p>	<p><u>Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Teacher observation of student research</p>	<p><u>Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Teacher observation of students' charting a research trail</p>	<p><u>Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Student-drafted tables of contents</p>	<p>Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Improved draft; activity sheet on forming plurals of nouns with NO apostrophe</p>
11:30-11:35 Begin 2nd Block	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
11:35-11:45 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
11:45-12:05 Word Study/Greek and Latin	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1

Roots					
12:05-12:25 Reading Workshop	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
12:25-1:05 Lunch/Recess					
1:10-1:45 Reading Workshop Continued	Same as Block 1 ACE	Same as Block 1	Same as Block 1 ACE	Same as Block 1 ACE	Same as Block 1
1:45-2:50 Writer's Workshop					
2:50-3:20 Journaling, Independent Reading, Pack Up, Dismissal					

WRITING STANDARDS

- Write arguments to support claims with clear reasons and relevant evidence. **(W.6.1)**
 - Introduce claim(s) and organize the reasons and evidence clearly. **(W.6.1.A)**
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **(W.6.1.B)**
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **(W.6.1.C)**
 - Establish and maintain a formal style. **(W.6.1.D)**
 - Provide a concluding statement or section that follows from the argument presented. **(W.6.1.E)**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **(W.6.2)**
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. **(W.6.2.A)**
- Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples. **(W.6.2.B)**
 - Use appropriate transitions to clarify the relationships among ideas and concepts. **(W.6.2.C)**
 - Use precise language and domain-specific words to inform about or explain the topic. **(W.6.2.D)**
 - Establish and maintain a formal style. **(W.6.2.E)**
 - Provide a concluding statement or section that supports the information or explanation presented. **(W.6.2.F)**
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **(W.6.3)**
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **(W.6.3.A)**
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **(W.6.3.C)**
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **(W.6.3.D)**
 - Provide a conclusion that reflects on the narrated experiences or events. **(W.6.3.E)**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(W.6.4)**
- Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. recognize variations from standard English in their own and others' writing and speaking,

- identify and use strategies to improve expression in conventional language). **(W.6.5)**
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **(W.6.7)**
- Gather relevant information from multiple print and digital sources, and assess the credibility of each source, quote or paraphrase the data and conclusions of others while avoiding plagiarism, and provide basic bibliographic information for sources. **(W.6.8)**
 - Draw evidence from literary and/or informational texts to support analysis, reflection, and research. **(W.6.9)**
 - Apply Grade 6 Reading standards to literature. **(W.6.9.A)**

READING STANDARDS

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(RI.6.1)**
- Examine a grade-appropriate informational text by providing an objective summary and determining a central idea and how it is conveyed through particular details. **(RI.6.2)**
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **(RI.6.3)**
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(RI.6.4)**
 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **(RI.6.5)**
 - Determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text. **(RI.6.6)**
 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **(RI.6.7)**
- By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(RI.6.10)**

LANGUAGE STANDARDS

- Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 6 when writing or speaking. **(L.6.1)**

- Ensure that pronouns are in the proper case (subjective, objective, possessive). **(L.6.1.A)**
 - Use intensive pronouns (e.g., myself, ourselves) correctly. **(L.6.1.B)**
 - Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). **(L.6.1.C)**
 - Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person. **(L.6.1.D)**
 - Produce complex sentences with a variety of dependent clauses using subordinating conjunctions. **(L.6.1.F)**
 - Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions. **(L.6.1.H)**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing. **(L.6.2)**
- Use punctuation with commas, parentheses and dashes to set off nonrestrictive/parenthetical elements. **(L.6.2.B)**
 - Use commas to set off clauses. **(L.6.2.C)**
 - Spell correctly. **(L.6.2.D)**
- Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening. **(L.6.3)**
 - Vary sentence patterns for meaning, reader/listener interest, and style. **(L.6.3.A)**
 - Maintain consistency in style and tone. **(L.6.3.B)**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies. **(L.6.4)**
 - Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **(L.6.4.A)**
 - Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). **(L.6.4.B)**
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **(L.6.4.C)**
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **(L.6.4.D)**
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. **(L.6.5)**
 - Interpret figures of speech (e.g., extended metaphor, personification) in context. **(L.6.5.A)**
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **(L.6.5.B)**
 - Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, un wasteful, thrifty). **(L.6.5.C)**

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **(L.6.6)**

SPEAKING and LISTENING STANDARDS

- Engage effectively in a range of collaborative discussions that are one-on-one, in groups, and teacher-led, with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **(SL.6.1)**
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **(SL.6.1.A)**
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **(SL.6.1.B)**
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **(SL.6.1.C)**
 - Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. **(SL.6.1.D)**
 - Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study. **(SL.6.2)**
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **(SL.6.4)**