

6 grade Literacy quarter 1

(4 day weeks) (3 days weeks)

	Activity/Week	1 8/26	2 9/2	3 9/9	4 9/16	5 9/23	6 9/30	7 10/7	8 10/14	9 10/30		
READING	<p>Reading Deep Structures Literature/Informational Text Comprehension Strategies</p> <p>RL1, RL2, RL3, RL4, RL5, RL6, RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6 (from CCSS)</p>	<p>Intro. To Literacy Studio Discuss and implement the elements of crafting, composing, conferring (Review Methodology from Ellin Keene’s Lit Studio)</p> <p>Focus: Introduce 7 comprehension strategies They are monitoring, inferring, determining importance, synthesizing, asking questions, schema, and mental images. Introduce through read aloud RL 10: Read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Summative Target: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.</p> <p>Vocabulary Word of the day, 2x to 3x per week as a bell ringer. RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Summative Target: Demonstrates the ability to determine the meaning of words and phrases as they are used in a text</p>							<p>Strategy focus: Monitor for Meaning (See definition below) Introduce during read aloud, model it, have students practice on their own books, non-fiction articles. Students take pre and post assessments on strategy. RL 4: Determine meaning of words RL 10: Read and comprehend literature and informational text Summative Target: Students use the monitoring strategy to tackle difficult text to aid comprehension.</p> <hr/> <p>Strategy Focus: Determining Importance (See definition below) Introduce during reading aloud, model it, have students practice on their own books and non-fiction articles. Students take pre and post assessments on strategy. RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from a personal opinion or judgment. Summative Target: students can determine central ideas and remove unimportant elements.</p> <hr/> <p>Close Reading: Introduction to close reading: how to get new information every time you read; analysis, setting purpose for reading R.L.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Summative Target: Demonstrate ability to read a text several times and make meaning through analysis.</p> <hr/> <p>Genre Study: Introduce the fiction and non-fiction genres. Use book sample titles and descriptions for practice and assessment. Incorporate book titles as bell-ringers to get daily practice. R.L.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments Summative Target: Provides a statement of a theme or central idea of a text. Provides a description of how the theme or central idea is conveyed through particular details</p>			
	Authors	“Hatchet” by Gary Paulsen Tweentribune.com										

	Resources/Materials RIT1, RIT2, RIT3 RL9, RL10 (from CCSS)	Scholastic articles Kelly Gallagher articles Individual student-choice books									
	Living Language - responding to text, speaking and listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6	Reader's notebook Group work Conferring [Common Core: Writing and Responding routinely]									
TIER (to be determined based on individual student needs)	Reading Surface Structure Skills (foundational skills) (RFS1, RFS2), RFS3, RFS4 (from CCSS)										

Strategy	Definition and Activities
Monitoring	<p>Definition: Proficient readers use text management strategies. They pause, reread, skim, scan, consider the meaning in text, and reflect on their understanding with other readers. Proficient readers monitor their comprehension during reading. They know when the text they are reading or listening to makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to overall understanding of the piece.</p> <p>Activities: Stop and think, book-mark check, writing thoughts, asking questions, annotations, strategy chart, group conversation.</p>
Determining Importance	<p>Definition: Proficient readers make decisions about what is important in a given text. Decisions about what is important in the text are made based on: value of information, reader's purpose, schema, text structure, beliefs, frequently mentioned topics and concepts.</p> <p>Activities: GIST, Close Reading, Annotations, Explain Everything App,</p>

6 grade Literacy quarter 2

(4 day weeks) (3 days weeks)

	Activity/Week	1 10/28	2 11/4	3 11/11	4 11/18	5 12/2	6 12/9	7 12/16	8 1/6	9 1/13
READING	Reading Deep Structures Literature/Informational Text Comprehension Strategies RL1, RL2, RL3, RL4, RL5, RL6, RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6	Introduction to Literary Elements: Students will learn plot diagram. The elements include: exposition, conflict, rising action, climax, falling action, resolution, theme and characters (protagonist and antagonist). RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change		Strategy focus: Inferring Introduce during read aloud, model it, have students practice on their books, non-fiction articles. Students take pre and post assessments on strategy. RL 1: Provides cited textual evidence to support analysis of inferences drawn from text. Summative Target: Students make inferences and support them with evidence from the text to back them up.						
		Strategy Focus: Visualizing Introduce during reading aloud, model it, have students practice on their books and non-fiction articles. Students take pre and post assessments on strategy. RL 10: Students read and demonstrate comprehension of grade-level complex literary text. Summative Target: Students can use mental images and visualization as a reading strategy to assist in text comprehension.								

	(from CCSS)	as the plot moves toward a resolution. Summative Target: Student provides a description of how a particular story's plot unfolds towards a resolution.	Theme Study Introduce common themes: survival, fitting in, growing up, friendship, death, overcoming obstacles RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details Summative Target: Provides a statement of a theme or central idea of a text. Provides a description of how the theme or central idea is conveyed through details.							
	Authors Resources/Materials RIT1, RIT2, RIT3 RL9, RL10 (from CCSS)	Individual student choice books, Prentice Hall Literature stories including "The King of Mazy May" and "Lob's Girl" Scholastic Action articles, responses to literature								
	Living Language - responding to text, speaking and listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6	Book Project: "Sell-It" Students create a technology based presentation to share their book with the class. They discuss story plot and conflict while trying to persuade their classmates to read the book themselves. SL6.4 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. Summative Target: Students can present key ideas and themes from their book through verbal presentation. Conferring Students meet with teacher to discuss class concepts and detail their progression through their books. Teachers set goals and students report on their progress. SL 6.1 Engage effectively in a range of discussions with diverse partners on grade 6 topics, texts and building their own ideas clearly. Summative Target: Students use sample techniques suggested by teacher in their own reading to boost comprehension.								
TIER (to be determined based on individual student needs)	Reading Surface Structure Skills (foundational skills) (RFS1, RFS2), RFS3, RFS4 (from CCSS)									

Strategy	Definition and Activities
Inferring	Definition: Proficient readers draw conclusions from text, make connections between background knowledge and explicitly stated information, and arrive at insight after struggling to understand complex concepts. Activities: sentence starters, pictures, short stories, annotations, strategy chart, fill in the blank
Visualizing	Definition: Proficient readers spontaneously and purposefully create images while and after they read. They use images to add details and to give depth and dimension to what they are reading. Activities: Five senses chart, sentence starters, drawings

6 grade Literacy quarter 3

(4 day weeks) (3 day weeks)

Activity/Week	1	2	3	4	5	6	7	8	9
	1/20	1/27	2/3	2/10	2/17	2/24	3/	3/	3/

Strategy	Definition and Activities
Synthesizing	<p>Definition: A synthesis is the sum of information from text, other relevant texts, and the reader's background knowledge, ideas the reader's background knowledge, ideas, and opinions produced in an original way. Proficient readers can articulate how using synthesis helps them better understand what they have read.</p> <p>Activities:</p>

Literacy 6 grade quarter 4

(4 day weeks)

	Activity/Week	1 3/31	2 4/7	3 4/14	4 4/21	5 4/28	6 5/5	7 5/12	8 5/19	9 5/26
READING	Reading Deep Structures Literature/Informational Text Comprehension Strategies RL1, RL2, RL3, RL4, RL5, RL6, RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6 (from CCSS)	Literacy Studio Strategy Focus: Mental Images & Schema Figurative Language								
	Genre Study Authors Resources/Materials RL3 RL9, RL10 (from CCSS)	Genre Study: Drama "Phantom Tollbooth" "Grandpa and the Statue" [Common Core Focus: Compare and Contrast different genres]								
	Living Language - responding to text, speaking and listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6	Performing dramas Debates [Common Core Focus: Adapt speech to a variety of contexts]								
(to be determined based on individual	Reading Surface Structure Skills (foundational skills) (RFS1, RFS2), RFS3, RFS4 (from CCSS)									
Language Arts	Writing - Deep Structures W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS)	Genre focus: Autobiography								
		Poetry Writing (Mental Images) Narrative writing Compare and Contrast								
	- Writing - Surface	Pronouns								

	Structure Skills W5,L1, L2, L3	Editing for proper punctuation: plan, revise, edit, rewrite				
	Living Language - responding to text, speaking and listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6	Biographical interviews				