

Grade 6

Unit 1: Building Habits of Readers

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Advisory/ Homeroom	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building
Read Aloud VSC: 1.6.E.1.a	-Begin reading <u>Bud, Not Buddy</u> by Christopher Paul Curtis -make respectful listening chart (looks like/sounds like)	-Read <u>Bud, Not Buddy</u> -review listening chart	-Read <u>Bud, Not Buddy</u> -make accountable talk chart -Readers talk about their reading with other readers to share their thinking or opinions and to get new ideas. -review listening chart (how are listening and accountable talk connected?) -Procedures for turn and talk/talking in a large group	-Read <u>Bud, Not Buddy</u> - make accountable talk chart (definition of accountable, accountable to group, accountable to text) -review listening chart -how do we keep the discussions accountable	-Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed
Readers' Workshop VSC: 1.6.E.1.b	Organizing the library -Students will preview book collections via a book pass -15-20 min for book pass/independent reading - Administer the readers' survey questions # 1-3 and use it to create a getting to know you board -share	Organizing the library -This is a continuation from Day 1 -15-20 min for book pass/independent reading -make "How to use the Library" (procedures) chart -administer the readers' survey questions # 4-6 and add to the board -share	Reading Workshop Expectations -teacher booktalk of 2-3 books from classroom library -workshop looks like/sounds like chart (reading time is precious, no pretend games, quick transitions, books on hand, where do we keep books) -IR (15-20 minutes) -make chart -share	What and Why of reading conferences -teacher booktalk of 2-3 books from classroom library -reading conference roles and responsibilities: student/teacher (be prepared to share thinking about reading, share or set goals, do not disturb other conferences, focus on the reader, take notes about the reader) -add to the expectations chart -IR/independent reading (15-20 min) -share	Choosing a just right book (see F&P pg. 146-147 for additional information on this lesson) - teacher booktalk of 2-3 books from classroom library -make "How to choose a JR book" chart (I understand what I am reading, I can figure out the meaning of new words) - IR (15-20 min) -share

Fund for Educational Excellence: Scope and Sequence

<p>Word Study</p> <p>WTW= Words Their Way ML= McDougal Littell Vocabulary workbook</p>	<p>using a word study notebook</p> <p>-WTW 8-1 -assessment</p> <p>VSC: 1.6.D.1.a-b</p>	<p>Wall of Words</p> <p>-assessment -words we wonder about -words we use for connections -help us with writing -help us understand our reading</p> <p>VSC: 1.6.D.1.a-b</p>	<p>Context Clues</p> <p>-ML Lesson #1</p> <p>VSC: 1.6.D.3.a</p>	<p>Context Clues</p> <p>-ML Lesson #2</p> <p>VSC: 1.6.D.3.a</p>	<p>Context Clues</p> <p>-ML Lesson #3</p> <p>VSC: 1.6.D.3.a</p>
<p>Writing Workshop</p> <p>*These lessons come from the Writing Units of Study for Upper Grades by Lucy Calkins</p>	<p>writing assessment</p> <p>-Draft -obtain a baseline understanding of what students know about writing process and qualities of good writing</p> <p>VSC: 4.6.A.1.a-b</p>	<p>writing assessment</p> <p>-Revision of draft from day 1</p> <p>VSC: 4.6.A.1.c-d</p>	<p>writing assessment</p> <p>-edit and publish revised draft</p> <p>VSC: 4.6.A.1.e-f</p>	<p>Rituals and Structures of Writing Workshop</p> <p>-how our classroom looks like, feels like, and sounds like a place where writing matters</p>	<p>Rituals and Structures of Writing Workshop: Minilesson</p> <p>-what happens during a minilesson</p> <ul style="list-style-type: none"> - student roles/teachers roles - what tools do we need at this time (samples of writing to refer to , notebooks, anchor charts)
<p>Notes</p>					

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Advisory/ Homeroom	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building
Read Aloud VSC: 1.6.E.1.a	- read <u>Bud, Not Buddy</u> by -Review and add to accountable talk and listening charts as needed	-Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	-Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	-Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	-Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed
Readers' Workshop VSC: 1.6.E.1.b ML= McDougal Littell anthology	Using a reading log -begin using the shared reading format to read "The Circuit" (<i>ML pg. 265</i>) -after reading chart "How do we know this is a story/narrative piece of text?" -teacher booktalk of 2-3 books from classroom library -model how to use the log you've chosen (how to fill in, where to keep it, when to record) -add to guidelines "use a log/keep track of what we read" -15-25 minutes IR -Reading conferences -share VSC: 3.6.A.3.a	Establishing and using a Readers' Workshop rubric -continue reading "The Circuit" -after reading do a baseline assessment of response to literature: what are you thinking/tell me about this story -teacher booktalk of 2-3 books from classroom library -Rubric/guidelines for Rdg. Wkshp.(Putting books away properly, Reading quietly, Choosing JR books, staying in 1 comfortable spot, Allowing others to do their best thinking) -IR/independent reading (15-25 min) -share/rank on rubric	Reading with Fluency -continue reading "The Circuit" or use just an excerpt to demonstrate reading with fluency (sounds like a conversation, read punctuation) -begin chart "what is fluent reading" -practice rereading portions with partners -teacher booktalk of 2-3 books from classroom library -15-25 minutes IR -Reading conferences -share/rank on rubric VSC: 1.6.C.1.a-c VSC: 1.6.C.2.a-b	Reading with Fluency & Setting Reading Goals -begin reading "The School Play" (<i>ML pg. 402</i>) to demonstrate reading with fluency -after reading chart "How fluency helps us understand our reading" and share fluency rubric -practice rereading portions with partners and self-assess using the fluency rubric -teacher booktalk of 2-3 books from classroom library -Our 1 st quarter goal (include # of books and different genres) -add to guidelines -15-25 minutes IR -Reading conferences -share/rank on rubric VSC: 1.6.C.1.a-c VSC: 1.6.C.2.a-b	Writing responses to our reading -continue reading "The Marble Champ" or an excerpt from something previously read to use for response letter -Readers put their thinking about books on paper to share with others -sample response letters -30-45 minutes IR -reading conferences -share
Word Study	Context Clues -ML Lesson #4 VSC: 1.6.D.3.a	Context Clues -ML Lesson #5 VSC: 1.6.D.3.a	Context Clues -ML Lesson #6 VSC: 1.6.D.3.a	Prefixes and Base Words -WTW Lesson 8.10 VSC: 1.6.D.3.b	Prefixes and Base Words -WTW Lesson 8.10 VSC: 1.6.D.3.b
Writing Workshop *These lessons come from the Units of Study for Primary writing by Lucy Calkins	Rituals and Structures of Writing Workshop: independent writing time -what does independent writing look like -student roles during this time -what tools do we need during this time (notebooks, writing utensils, anchor charts)	Rituals and Structures of Writing Workshop: Conferences -what does a writing conference look like -student roles -what tools/materials do we need (drafts of writing, notes of ideas)	Rituals and Structures of Writing Workshop: Share -why do we share (celebrate each other's work, get feedback or new ideas, to grow as a writing community) -have a student sharing time VSC: 4.6.A.3.c	Rituals and Structures of Writing Workshop: Share -why do we share (celebrate each other's work, get feedback or new ideas, to grow as a writing community) -continue having a student sharing time VSC: 4.6.A.3.c	Using a writer's notebook -model a place to collect ideas -ideas come from our lives, experiences, and interests -allow time for students to create idea lists -writing conferences -share VSC: 4.6.A.1.a

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	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Advisory/ Homeroom	-community building	-community building	-community building	-community building	-community building
Read Aloud VSC: 1.6.E.1.a	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed
Readers' Workshop VSC: 1.6.E.1.b	Writing responses to our reading -continue reading “The Marble Champ” or an excerpt from something previously read to use for response letter -Readers put their thinking about books on paper to share with others -sample response letters -30-45 minutes IR -reading conferences -share	Writing responses to our reading -continue reading “The Marble Champ” or an excerpt from something previously read to use for response letter -Readers put their thinking about books on paper to share with others -sample response letters -30-45 minutes IR -reading conferences -share	Celebrating Reading -continue reading “The School Play” or use an excerpt -after reading model giving a booktalk about the story -make chart “what to include in a booktalk” (see F&P pg. 120-122 as a reference for this lesson) -invite students to think about a book they’ve read so far this year that they can give a booktalk for (create a sign-up sheet and beginning on Monday, have students give booktalks in order to celebrate reading) -30 minutes IR -Reading conferences -share/rank on rubric	Retelling Plot -begin reading “Eleven” (<i>ML pg. 27</i>) -model recalling plot (what has happened so far) -1-2 students share booktalks -30 min IR -reading conferences -create chart “what to include in a retelling” (plot, characters, our thinking, story language) -share/rank on rubric VSC: 1.6.E.4.b-c	Retelling Plot -begin reading “Eleven” (<i>ML pg. 27</i>) -model recalling plot (what has happened so far) -1-2 students share booktalks -30 min IR -reading conferences -create chart “what to include in a retelling” (plot, characters, our thinking, story language) -share/rank on rubric VSC: 1.6.E.4.b-c
Word Study	Prefixes and Base Words -ML Lesson # 8 (pre-, post-, mid-, re-, sub-, super-, trans-) VSC: 1.6.D.3.b	Prefixes and Base Words -WTW Lesson 8.10 VSC: 1.6.D.3.b	Base words and suffixes -ML Lesson # 10 (-ation, -ion, -er, -or, -ness, -less, -ly, -full, -able, -ment) VSC: 1.6.D.3.b	Analyzing Words -WTW Lesson 8.15 VSC: 1.6.D.3.b	Affixes and Base Words -ML Lesson # 11 (fore, mid, over, self, under, hood, ship, -y) VSC: 1.6.D.3.b
Writing Workshop *These lessons come from the Units of Study for Primary writing by Lucy Calkins	Using a writer’s notebook -model generating writing from an idea collected -give students time to do the same -writing conferences -share VSC: 4.6.A.1.a-b	Using a writer’s notebook -model generating writing from another idea collected -give students time to do the same -writing conferences -share VSC: 4.6.A.1.a-b	Using a writer’s notebook -model how writing can grow from observations or rereading previous pieces or memories -give students time to do the same -writing conferences -share VSC: 4.6.A.1.a-b	Using a writer’s notebook -model how writers select a seed idea from entries -develop that seed idea by writing more entries about it -writing conferences -share VSC: 4.6.A.2.a	Using a writer’s notebook -model how writers select a seed idea from entries -develop that seed idea by writing more entries about it -writing conferences -share VSC: 4.6.A.2.a

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Advisory/ Homeroom	-community building	-community building	-community building	-community building	-community building
Read Aloud VSC: 1.6.E.1.a	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed	Read <u>Bud, Not Buddy</u> -Review and add to accountable talk and listening charts as needed
Readers' Workshop VSC: 1.6.E.1.b	Inferring -have a student retell what was read yesterday -how do we fill in the gaps? ...think as you read! -continue reading "Eleven" -model how to "fill in" gaps (basically- how you as a reader infer what else is going on to give meaning to the text) -after reading have students retell to a partner -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.6.E.4.c	Inferring -have a student retell what was read yesterday -how do we fill in the gaps? ...think as you read! -continue reading "Eleven" -model how to "fill in" gaps (basically- how you as a reader infer what else is going on to give meaning to the text) -after reading have students retell to a partner -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.6.E.4.c	Monitoring for Sense -use an excerpt from a previous lesson -model monitoring for sense: what are you thinking? Does it make sense? What do you do when you don't understand? Reread and revise! -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.6.E.3.a-j	Monitoring for Sense -use an excerpt from a previous lesson -model monitoring for sense: what are you thinking? Does it make sense? What do you do when you don't understand? Reread and revise! -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.6.E.3.a-j	Monitoring for Sense -use an excerpt from a previous lesson -model monitoring for sense: what are you thinking? Does it make sense? What do you do when you don't understand? Reread and revise! -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.6.E.3.a-j
Word Study	Absorbed Prefixes -WTW Lesson 8.18 VSC: 1.6.D.3.b	Root and Word Families -ML Lesson # 12 VSC: 1.6.D.3.b	Root and Word Families -ML Lesson # 13 VSC: 1.6.D.3.b	Analyzing Roots and Affixes -ML Lesson # 14 VSC: 1.6.D.3.b	Analyzing Roots and Affixes -ML Lesson # 15 VSC: 1.6.D.3.b
Writing Workshop *These lessons come from the Units of Study for Primary writing by Lucy Calkins	Using a writing notebook -model looking at seed ideas: "what could I make of this?" -allow time for students to do the same -writing conferences -share VSC: 4.6.A.2.a	Using a writing notebook -model how to be sure seed ideas are "seeds": can I capture a small piece and write with focus and detail about it? -let students try -writing conferences -share VSC: 4.6.A.2.a	Using a writing notebook -model how to be sure seed ideas are "seeds": can I capture a small piece and write with focus and detail about it? -let students try -writing conferences -share VSC: 4.6.A.2.a	Writing a Memoir -read a memoir -what do you notice about how this is written/what does the author do -provide IW time for student to continue developing seed ideas with focus and detail -writing conferences -share VSC: 4.6.A.2.a	Writing a Memoir -read a memoir -what do you notice about how this is written/what does the author do -provide IW time for student to continue developing seed ideas with focus and detail -writing conferences -share VSC: 4.6.A.2.a