

**BUILDING
BLOCKS OF
SIXTH
GRADE
READING**

CITING TEXT EVIDENCE

date:

Objective(s):

Students will be able to write responses using text evidence.

Students will be able to write a response to a complex question using evidence from several texts

Students will be able to distinguish between claims that are supported by evidence and reasons and those that are not.

Warm Up:

Ask students where they go to find facts when needed. Do they ever cross reference those sources with another? Discuss how during the lesson today, they are going to take time to compare a variety of text to come to an overall conclusion on the topic.

When selecting texts to analyze to build their knowledge, ensure that they are grade and age level appropriate for the setting.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Begin by introducing three different passages. Explain to the students that today we are going to take these three passages to build our knowledge on the topic of ____.
 - a. Read through each passage individually and complete several reads of the passage.
 - b. After you read through the passage, focus on different tools that the author used in their writing
 - i. Text features
 - ii. Figurative language
 - iii. Images
 - iv. Dialogue
 1. As you find a variety of tools that the authors used, challenge the students to become the author and question what led them to make this decision to add to their text. What purpose did they think it would add to the overall meaning?
2. Once you have read and annotated all of the passages, create an anchor chart breaking down the different elements that you found.
 - a. Did all of the information align in a way that made sense?
 - b. Did any of the information conflict?
 - c. Did you feel that there was anything that the author left out that could have made the writing better?
 - d. Do you have any new questions after reading this information?
 - i. If there are questions, encourage the students to add them to the chat. This will be a time where you can further teach the students where to find information to build their knowledge of a topic.
3. Create a summary of the information that was learned taking all of the authors' pieces of work into consideration.
4. Demonstrate how this summary can include quotations from each of the articles to back up the points you are trying to make.
 - a. Demonstrate how to use quotation in text properly.
 - b. Demonstrate how to cite these sources using external and internal citations.

Closing (10 min):

Ask the students to post in the chat about other topics that they think they would want to explore and compare a variety of authors works on. Use polls within the class to check for understanding on annotations, quotations, and citations.

WRITING TO INFORM

date:

Objective(s):

Students will be able to use language that authors use to inform.

Students will be able to organize their thoughts on a topic to be able to teach another individual about a select topic.

Students will be able to conduct research to gain insight into a topic that they will write about

Students will be able to create internal and external citations using MLA formatting.

Warm Up:

Begin by reviewing the citations that were created last class from the passages that had been reviewed. How did we create them?

Why were the ones that were chosen?

Useful Links:

Instructional Time with Independent Practice (40 min)

1. During this class, you will be demonstrating the process for beginning narrative writing. You will model how to:
 - a. Determine a topic
 - b. Complete research using a variety of tools
 - c. Organize research
 - d. Determine subtopics that are conducted within the writing
 - e. Who you are trying to inform and why
2. Have students list topics of interest to them in the comments. Let them know that these topics need to be grade level and school appropriate for the lesson.
 - a. After getting a variety of topics from the students, list them on the board.
 - b. Show them how you would go about determining the topic - model your thinking out loud
 - i. Are these well known topics that you will be able to find research on?
 - ii. Are these topics that have subtopics within them that could be used to organize your writing?
 - iii. Do you have prior knowledge on any of these topics to help you know which direction you want to head in with your writing?
3. Once you have your topic, decide how you are going to conduct research - books, podcasts, internet, etc.
4. Discuss how to check sources for credibility
5. Begin to pull research from your sources
 - a. Discuss how you can organize your information in webs and charts
 - b. Make sure to note which information is coming from which source
6. Once your research is on the board, get a highlighter or different colored markers. Determine three sub categories that you want to pull these facts into and color code them so that you know where each topic will go in the final piece of writing.
7. Teach the students about what an outline is and how they will take this information and move it into an outline as they are beginning to piece their work together.

Closing (10 min):

Encourage the students to take the topic that they added to the chat and conduct their own process. Using polls, check to ensure that they know the correct order for conducting research.

GENRE STUDY

date:

Objective(s):

Students will be able to determine the genre of a piece of writing.
Students will be able to take research that they have conducted to create a specific piece of writing that is targeting a genre.
Students will be able to create a piece of writing with a predetermined point of view.

Warm Up:

Review points of view in a story:

- What are the benefits to each type of point of view? What are the negative aspects of it?
- How do points of view impact the information, morale, or theme of a piece of writing?

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Begin with a review of what a genre is and break down a variety of genres.
 - a. Make a list of genres with examples
 - b. Define main characteristics of genres
 - c. Describe why an author/individual might select a genre for a specific piece of work
2. Go back to the research topic that you created during the last class
 - a. How can you use that information to create a new type of writing?
 - i. Could we make it into a multimedia platform that would meet the criteria of a specific genre better than in print potentially?
 1. If so, why and how
3. Begin to discuss how information is powerful and you can take it and create your own work. Based on the audience that you are trying to cater to, the type of information that you are trying to convey, what would be the genre you would select?
 - a. EX: If you did research on the Civil War, you can take that new knowledge and create a piece of historical fiction about an individual who is living through the war.
4. Begin to break down your information into potential genres and story lines that you could create.
5. Discuss how this might be the same theme that you used, but once the piece is written you will be using different techniques to change the tone of the writing.
6. Begin to organize the information from last class that you used to write your informative piece and organize it for the genre that you are using for this class.

Closing (10 min):

Using polls, test the students' knowledge on the different genres and writing tools to assist them with these areas. Encourage them to take the research that they did between this class and the last one to write a new piece of literature.

COMPARE AND CONTRAST

date:

Objective(s):

Students will be able to compare and contrast a variety of texts from different genres.
Students will be able to compare and contrast literary elements from different pieces of writing.
Students will be able to break apart a sentence based on parts of speech

Warm Up:

Complete a review of the different parts of speech. During this time we will want to define what each part does for the sentence and why it is needed. Take this time to remind the students about different types of sentences and the importance of varying these within writing.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Once the grammar review has been completed the students have seen a variety of examples of each part of speech and different sentence types, introduce them to the passages that will be read through.
 - a. Based on first glance, does anything about any of these works stand out to you? Does the title give any indication to the topic of the writing?
2. Begin with the first passage.
 - a. Read the passage through once and caption initial thoughts on an anchor chart.
 - b. Read the passage through again and demonstrate the process of annotation to break apart the information that is necessary to the writing.
 - i. What genre did the author use?
 - ii. How did they make their writing vary to keep it interesting?
 - iii. Were there any nouns or verbs that could have been strengthened to make the writing more intriguing to the writer.
 - c. Take some time to rework some of the passage based on comments from yourself or students.
3. Repeat this process with 2-3 more passages
 - a. The repetition of this activity will assist the students in seeing that all works of literature can be analyzed in similar ways to be able to gain different insights into being a reader and a writer.

Closing (10 min):

Use the chat to see if the students have any questions from the lesson - specifically about the process of annotating text. You can use the polling feature to check for understanding on parts of speech.