Teacher Name: J. Pigg
Class/Grade Level: 6th Reading
1st Six Weeks

Unit Title: Unit 01: Exploring Literary Nonfiction and Poetry

TEKS: 06NELA01 Reading/Fluency. Students read grade-level text with fluency and comprehension.

A). adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

06NELA04 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

A). explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.

06NELA07 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

A). identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

06NELA08 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

A). explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

06NELA13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

A). explain messages conveyed in various forms of media.
B). recognize how various techniques influence viewers' emotions.

06NELA29 Figure 19:Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

A). establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.
B). ask literal, interpretive, evaluative, and universal questions of text.
C). monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions).
D). make inferences about text and use textual evidence to support understanding.
E). summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.
F). make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.

Concepts:
Techniques – Hyperbole, Idiom, Personification, Simile, Metaphor, Sensory detail
Interpretation – Understanding

Key Understandings:
Authors use literary techniques to enrich the reader’s experience and understanding.

No Guiding Questions Identified

Concepts:
Structures – Graphical Elements, Capital Letters, Line Length
Techniques – Poetic Technique, Repetition, Alliteration, Onomatopoeia, Simile, Metaphor, Refrain
Purpose/Audience
Form – Epitaph
Interpretation – Connection
Key Understandings:
Authors choose techniques, form, and structure to enable the reader to experience and connect with the events and characters.

- How do authors choose what to write about?
- What techniques do authors use to help their audience connect with the text?
- Why do authors use graphic elements when writing poetry?
- How do authors help readers create meaning through their use of literary techniques?
- What techniques do authors use when writing poetry?
- Why do poets use certain techniques in writing?

Concepts:
Interpretation – Meaning
Purpose

Key Understandings:
Fluent reading supports the communication of purpose and meaning.

- Why is fluency important when reading aloud?

Concepts:
Interpretation – Connections, Clarification
Perception – Ideas, Feelings

Key Understandings:
Authors communicate ideas and feelings about their own lives and the world around them in order to connect with others and to clarify their own thinking.

No Guiding Questions Identified

Concepts:
Conventions – Grammar, Punctuation, Capitalization, Spelling

Key Understandings:
Authors use conventions of written language to communicate clearly and effectively.

No Guiding Questions Identified

Concepts:
Interpretation – Connections
Perception – Thoughts

Key Understandings:
Readers use strategies to support interpretation of text.

- What role has reading played in your life?
- Why is it important to reflect on yourself as a reader?
- What strategies do readers use to understand what they are reading?
- What strategies do readers use to help them understand what they are reading?

Concepts:
Interpretation – Vocabulary, Comprehension

Key Understandings:
Understanding new words and concepts enhances comprehension and oral and written communication.

- How can understanding word parts help you understand what words mean?
- How do readers figure out the meaning of unknown words?
- Why do readers and writers use dictionaries and other resources?
Lesson Activity 1: Exploring Poetry

8/22:

1. Reading Appetizer: 3-5 minutes

2. Discuss the significance of reading in everyday life- from signs to food boxes to instructions, etc.

3. Tell students that they will participate in an activity called “Reading Life” that will help determine what types of readers are in the class.

4. Explain the procedures for the activity: Ask a question and designate a different answer for each corner. Students answer the questions asked by walking to the corner representing their answer. Students move around the room to answer each question.
   - **How many years have you known how to read?** Corner 1: 6 years, Corner 2: 5 years, Corner 3: 7 years, Corner 4: more than 7
   - **What is your favorite kind of reading?** Corner 1: books, Corner 2: magazines, Corner 3: information on a computer, Corner 4: letters, notes
   - **How many times a week do you read for fun?** Corner 1: once, Corner 2: two to three times, Corner 3: four to five times, Corner 4: everyday.
   - **How many times a week do you read because you need/have to?** Corner 1: everyday, Corner 2: every other day, Corner 3: a few times a week, Corner 4: I try to never read.

5. Ask: **What did you notice about the readers in this class?** Discuss responses.

6. Distribute and introduce the Reader’s Notebook and explain that they will personalize their notebook by creating a “Reading Life” section in the first few pages. This section should help students reflect on themselves as readers.

7. Instruct students to open the front page of the Reader’s Notebook and put a piece of masking tape folded over the edge as a tab. On the masking tape, students write “Reading Life”.

8. Instruct students to title the following pages in their Reader’s Notebooks. Share the recorded responses in the Teacher Reader’s Notebook.
   - Title: Reading Life
   - Fiction I Read – any fictional texts read. Examples: Dr. Seuss, Holes, class novels, children’s books, etc.
   - Literary Non-Fiction I Read – any literary nonfiction texts read. Examples: biographies, memoirs, diaries, etc.
   - Expository Texts I Read – Examples: textbooks, articles, research reports, science articles etc.
   - Others – any other types of texts. Examples: anime, cookbooks, video game secret books, blogs, etc.
   - What Others Read – list what others are reading, including friends, parents, teachers, etc.
   - Landmark Books – list of favorite or special books. Examples: the first book read from cover to cover for pleasure, a book liked so much it was read a second time or a book that they will never forget.
   - Reading Timeline – a timeline format of the last five books they read.

1. Distribute Writer’s Notebooks. Explain how a Writer’s Notebook is a place to capture their great ideas before they slip away and are forgotten.

2. Display and share quotes from famous writers and lead a class discussion. Ask: **How do these quotes make you feel about writing?** Discuss responses.
3. Display the Teacher Writer’s Notebook. Share the ideas for writing that have been recorded so far. On a blank page, write the name of someone special. Recall both good and possibly not so good memories of that person.

Learning Applications

1. Students create the Anchor Chart: Definitions of Word Parts in their Vocabulary Notebooks. Students record the term, definition, and examples.

2. Present an unfamiliar word that uses one of the root words or affixes that students brainstormed.

3. Instruct students to write their own definition of the word, taking into consideration the word part (root word or affix).

1. Students complete each section of their “Reading Life” as appropriate. They can roam through bookshelves and/or a computer library to locate titles, authors, or pictures of covers of books. Students write their purpose for reading each type of text.

1. Students begin generating ideas for writing by writing the name of someone special in their life on a page in their Writer’s Notebook. Student record memories they have of that person. If students run out of ideas, they write someone else’s name and continue to brainstorm memories.

Engage in Small Group Instruction as appropriate.

Closure

1. Students share and discuss definitions and come to a consensus on the best definition for the word.

1. Students share parts of their “Reading Life” with a partner of their choice.

2. **Ask:** Why do read different types of texts? Discuss responses.

8/23:

1. Reading Appetizer: 3-5 minutes

2. Using the selected poem for modeling, read with poor fluency.

3. Ask: *What was the poem about? Did you understand what the author was trying to say?* Discuss responses including that good fluency affects comprehension.

4. Reread the poem with effective fluency. Ask: *What was the poem about? How did reading with effective fluency affect how you understand the poem?* Discuss responses.

5. Ask: *How does a reader know when they do not understand what they are reading? How can the reader improve their understanding? Why is it important to monitor your comprehension?* Discuss responses.

6. Instruct students to select a poem from the collection. Tell students to practice reading with fluency and to monitor comprehension. Tell them to choose a different poem if the one they are reading it too hard.

8/24:

1. Reading Appetizer: 3-5 minutes

2. Using an audio device, play the song selected for modeling.

3. Ask: *How did this song make you feel? Why? What techniques did the musician use that influenced your emotions?* Discuss responses including the pace of the song, instruments used, lyrics, pauses, etc.

4. Ask: *What message is the song trying to convey?* Discuss responses.

5. Ask: *Is music poetry? Why or why not?* Discuss responses leading students to the conclusion that music *is* poetry.
6. Display the lyrics to the song just played. Read the lyrics aloud without singing. Ask: **Is this a poem?** Discuss responses leading students to the conclusion that it is a poem.

7. Explain that one technique used in poetry is called **refrain**. Tell students that a refrain is a group of words repeated at key intervals in poetry.

8. Ask: **Do you see groups of words repeated in the song lyrics?** Discuss responses and highlight repeated words and phrases.

9. Ask: **How does the refrain(s) of this song affect the meaning of the poem?** Discuss responses.

10. Play the audio of the song again. Instruct students to listen particularly for the refrain of the song. Discuss the impact of the refrain to the overall meaning of the song.
   1. Instruct students to stand up and form lines for how many siblings they have in their family. There will be one line for 0 siblings, one for 1 sibling, one for 2 siblings, one for 3, one for 4, continuing to 5+ siblings. While the students are standing in line, tell students to notice the length of the different lines formed in class.

2. Explain that there is no right or wrong answer when it comes to the size of a family. It ultimately comes down to personal preference. It is the same with poetry. The length of the lines in a poem depends on the author’s personal preference and the type of poem he/she wants to write. Explain that line length can have an impact on the meaning of a poem.

3. Tell students that they are going to write a special type of poem called a diamante poem. Explain that this type of poem uses line length for effect. Explain that a diamante is a seven-line poem about opposites that resembles a diamond when written. Display the selected examples.

4. Display the Anchor Chart: Writing a Diamante Poem. Review the criteria and refer to the selected diamante poems.

5. In the Teacher Writer’s Notebook, select a topic and identify its opposite. Model writing a diamante poem using the criteria on the Anchor Chart: Writing a Diamante Poem

### Learning Applications

1. In their Vocabulary Notebook, students draw a tree on the first blank page. On the trunk of the tree, students write the prefix and a definition.

2. Students then work with a partner to brainstorm words that include the prefix being studied. Each word should be written on a separate branch on the tree, including its definition.

1. Play the audio of the second selected song.

2. Ask: **How did this song make you feel? Why? What techniques did the musician use that influenced your emotions?** Students write a quick response in their Reader’s Notebook and then discuss with a partner.

3. Ask: **What message is the song trying to convey?** Students write a quick response in their Reader’s Notebook and then discuss with a partner.

4. Distribute the song lyrics to the second song.

5. With a partner, students read the lyrics and highlight the refrain(s).

6. Ask: **How does the refrain(s) of this song affect the meaning of the poem?** Students write a quick response in their Reader’s Notebook and then discuss with a partner.

### 8/24:

1. Reading Appetizer: 3-5 minutes

2. Play an audio clip of wind blowing. Ask: **Did you hear the wind whistling? When the students say yes, Ask: Is it possible for wind to whistle? Or is this something that only humans can do?** Discuss responses, and then lead them to understand the concept of personification.
3. Explain that personification is non-human things take on human qualities. Give 2-3 examples such as flowers dancing in the wind, the sun smiling down on us, etc.

4. Display the selected poem for modeling. Read the poem aloud with fluency. Instruct students to listen for examples of personification.

5. Ask: What are some examples of personification in the poem? Discuss responses and highlight examples of personification.

6. Ask: How do these examples of personification contribute to the meaning of the poem? Discuss responses.

1. Writing Appetizer: 10 minutes

2. Display the Techniques Poets Use to Create Meaning from Reading. Review that poets use graphic elements to create meaning in poetry.

3. Display the 5-10 selected shape poems. Ask: What do you notice about these poems? Discuss responses.


5. In the Teacher Writer’s Notebook, choose a topic and model writing a shape poem. Keep it very simple and short.

6. Tell students that they are going to choose a topic and write a shape poem. Tell students they may work by themselves or with a partner.

Learning Applications

1. Distribute the other selected poem to students.

2. With a partner, students read the poem with appropriate fluency.

3. Students highlight examples of personification. In their Reader’s Notebooks, students write a response to the following question: How do these examples of personification contribute to the meaning of the poem?

8/25:

1. Reading Appetizer: 3-5 minutes

2. Play an audio clip of wind blowing. Ask: Did you hear the wind whistling? When the students say yes, Ask: Is it possible for wind to whistle? Or is this something that only humans can do? Discuss responses, and then lead them to understand the concept of personification.

3. Explain that personification is non-human things take on human qualities. Give 2-3 examples such as flowers dancing in the wind, the sun smiling down on us, etc.

4. Display the selected poem for modeling. Read the poem aloud with fluency. Instruct students to listen for examples of personification.

5. Ask: What are some examples of personification in the poem? Discuss responses and highlight examples of personification.

6. Ask: How do these examples of personification contribute to the meaning of the poem? Discuss responses.

1. Writing Appetizer: 10 minutes

2. Display the Techniques Poets Use to Create Meaning from Reading. Review that poets use graphic elements to create meaning in poetry.

3. Display the 5-10 selected shape poems. Ask: What do you notice about these poems? Discuss responses.


5. In the Teacher Writer’s Notebook, choose a topic and model writing a shape poem. Keep it very simple and short.

6. Tell students that they are going to choose a topic and write a shape poem. Tell students they may work by themselves or with a partner.

Learning Applications
1. Distribute the other selected poem to students.

2. With a partner, students read the poem with appropriate fluency.

3. Students highlight examples of personification. In their Reader’s Notebooks, students write a response to the following question: **How do these examples of personification contribute to the meaning of the poem?**

**8/26:**

. **Reading Appetizer:** 3-5 minutes

2. Display the Anchor Chart: Techniques Poets Use to Create Meaning from Daily Lesson 5. Review the techniques listed so far.

3. Explain that another technique that poets use is **alliteration**. Tell students that **alliteration** is the repetition of the same sounds at the beginning of two or more adjacent words or stressed syllables. Provide examples such as the following:
   - *Three grey geese in a green field grazing.*
   - *An ape ate Ace’s acorn.*

4. Explain that another technique that poets use is **onomatopoeia**. Tell students that **onomatopoeia** is the use of words that sound like what they mean. Provide examples such as the following:
   - *Buzz*
   - *Pop*
   - *Baa*
   - *Crackle*

5. Display the selected poem(s) for modeling. Read the poem(s) aloud with fluency. Instruct students to listen for examples of alliteration and onomatopoeia.

6. Ask: **What are some examples of alliteration and onomatopoeia in the poem?** Discuss responses and highlight examples of alliteration and onomatopoeia.

7. Ask: **How do these examples of alliteration and onomatopoeia contribute to the meaning of the poem?** Discuss responses.

1. **Writing Appetizer:** 10 minutes

2. **Choral Read** one of the poems with alliteration. Review what was learned in Reading about alliteration.

3. **Choral Read** one of the poems with onomatopoeia. Review what was learned in Reading about onomatopoeia.

4. Tell students to divide a page in their Writer’s Notebook into four columns: “Adjectives,” “Nouns,” “Verbs,” “Other.” (The “Other” column will include prepositions, adverbs, conjunctions, etc.) Review the parts of speech if necessary. Make the same chart in the Teacher Writer’s Notebook.

5. Draw one letter from the bag of magnetic letters. In the Teacher Writer’s Notebook, brainstorm and record adjectives, nouns, verbs, etc. that begin with the letter. Include words that are also example of onomatopoeia.

6. Using the brainstormed list, write an alliteration poem that also includes onomatopoeia.

**Learning Applications**

1. Distribute the other selected poem to students.

2. With a partner, students read the poem with appropriate fluency.

3. Students highlight examples of alliteration and onomatopoeia. In their Reader’s Notebooks, students write a response to the following question: **How do these examples of alliteration and onomatopoeia contribute to the meaning of the poem?**

**8/29:**

1. **Reading Appetizer:** 3-5 minutes
2. Display the Anchor Chart: Techniques Poets Use to Create Meaning from Daily Lesson 6. Review the techniques listed so far.

3. Explain that another technique that poets use is *similes*. Tell students that a *simile* is a comparison of two things that are essentially different, usually using the words *like* or *as*. Provide examples such as the following:
   - *She was as busy as a beaver.*
   - *Our new car is quick as lightening.*
   - *In the morning, my brother moves like a snail.*

4. Display the selected poem for modeling. Read the poem aloud with fluency. Instruct students to listen for examples of similes.

5. **Ask:** *What are some examples of similes in the poem?* Discuss responses and highlight examples of similes.
6. **Ask:** *How do these examples of similes contribute to the meaning of the poem?* Discuss responses.

1. Display and read one of the poems from Reading. Review the technique of using similes in poetry.

2. Display the three prepared sentences.

3. **Ask:** *What is different in each one of these sentences? What do similes do for the reader?* Discuss responses.

4. **Ask:** *When do you think would be a good time to add a simile to a poem or a piece of writing?* Discuss responses.

5. Select a topic from the Teacher Writer’s Notebook. Model writing 2-3 similes that would describe the topic. Use those similes while drafting a simple poem about the topic.

**Learning Applications**

1. With a partner, students continue to read the selected text.

2. When students come to an underlined word, they highlight the clues that help them determine the meaning. Students record the inferred meaning in their Vocabulary Notebooks.

1. Distribute the other selected poem to students.

2. With a partner, students read the poem with appropriate fluency.

3. Students highlight examples of similes. In their Reader’s Notebooks, students write a response to the following question: *How do these examples of similes contribute to the meaning of the poem?*

4. Students engage in Independent Reading if time allows.
   1. Students choose a topic from their Writer’s Notebook and write 2-3 similes for the topic.

2. Students draft a simple poem using those similes.

    **Engage in Small Group Instruction as appropriate.**

**Closure**

1. As a class, discuss the definitions of the underlined words and the context clues that helped them.

1. As a class, discuss the examples of similes in the poem and the students’ responses to the question in Learning Applications.

2. Display the Anchor Chart: Techniques Poets Use to Create Meaning. Add *simile* to the chart along with a definition and an example from the poem.

**8/30:**

1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: Techniques Poets Use to Create Meaning from Daily Lesson 7. Review the techniques listed so far.

3. Explain that another technique that poets use is *metaphors*. Tell students that *metaphors* are a subtle comparison in which the author describes a person or thing using words that are not meant to be taken literally:
- Time is a dressmaker specializing in alterations.
- Life is a highway.
- Her voice was music to his ears.
- The homework was a breeze.

4. Display the selected poem for modeling. Read the poem aloud with fluency. Instruct students to listen for examples of metaphors.

5. Ask: What are some examples of metaphors in the poem? Discuss responses and highlight examples of metaphors.

6. Ask: How do these examples of metaphors contribute to the meaning of the poem? Discuss responses.

1. Writing Appetizer: 10 minutes

2. Display and read a metaphor poem from Reading.

3. Ask: What two objects is the author comparing in the metaphor? When the students respond, draw a T-Chart with the first object on the left and the second on the right.

4. Ask: What is the author saying about the first object by comparing it to the second object? Brainstorm the characteristics of the first object in the left column and then follow with the second, noting the similarities between the two.

5. Ask: Why would an author use metaphors in writing? Wouldn’t it be easier to just say that object one was _____? Discuss responses.

6. With students, create a list of topics they have seen in poems during both Reading and Writing. (Examples: love, friendship, nature, etc). Once the class has created a list of about six or seven topics, write each topic on the top of a page of chart paper. (There should be one topic per page.)

7. Choose one topic to complete as a class demonstration. Begin by listing the characteristics of the topic on the left side of the page. Then work together to create a list of metaphors for the topic. As a class, select the best one and write the metaphor at the bottom of the page.

8. If time permits, write a few more lines beneath the statement, creating a metaphor poem on that topic.

Learning Applications

1. Distribute the other selected poem to students.

2. With a partner, students read the poem with appropriate fluency.

3. Students highlight examples of metaphors. In their Reader’s Notebooks, students write a response to the following question: How do these examples of metaphors contribute to the meaning of the poem?

8/31:

1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: Techniques Poets Use to Create Meaning from Daily Lesson 8. Review the techniques listed so far.

3. Explain that another technique that poets use are idioms. Tell students that idioms are an expression that has a different meaning from the literal meaning of its individual words. Provide examples such as the following:
   - The teacher had the upper hand.
   - I feel under the weather.
   - She would not hurt a flea.
   - It was like trying to find a needle in a haystack.

4. Display the selected poem for modeling. Read the poem aloud with fluency. Instruct students to listen for examples of idioms.
5. Ask: **What are some examples of idioms in the poem?** Discuss responses and highlight examples of idioms.

6. Ask: **How do these examples of idioms contribute to the meaning of the poem?** Discuss responses.
   1. Begin with a brief introduction about epitaphs.
   2. Display the selected epitaphs, read one at a time, and discuss the different characteristics including poetic techniques, figurative language, and graphic elements.
   3. Display the Handout: **Writing an Epitaph**. Think Aloud about who will be the topic of the epitaph for modeling. Choose someone real or choose an imaginary person.

4. Using the Handout: **Writing an Epitaph**, model brainstorming information about the selected person. If necessary, make up the information.

**Learning Applications**
1. Using a dictionary, students find words that match the criteria on the Anchor Chart: Dictionary Word Hunt. Students record the words in their Vocabulary Notebooks.

1. Distribute the other selected poem to students.

2. With a partner, students read the poem with appropriate fluency.

3. Students highlight examples of idioms. In their Reader’s Notebooks, students write a response to the following question: **How do these examples of idioms contribute to the meaning of the poem?**

4. Students engage in Independent Reading if time allows.
   1. Students write in their Writer’s Notebook as they brainstorm characters and/or people they want to use as the subject of their epitaphs using the Handout: **Writing an Epitaph** for reference.
   2. Students meet with a partner and discuss their lists. They choose whom they want to write about, and circle their person/character once a decision has been made.
   3. Students brainstorm a list of information about the character to be used in the epitaph on the Handout: **Writing an Epitaph**.

4. Monitor students as they work and support as necessary. **Engage in Small Group Instruction as appropriate.**

**Closure**
1. Students share their answers from the word hunt.
   1. As a class, discuss the examples of idioms in the poem and the students’ responses to the question in Learning Applications.
   2. Display the Anchor Chart: Techniques Poets Use to Create Meaning. Add **idioms** to the chart along with a definition and an example from the poem.

1. Reading Appetizer: 3-5 minutes
   3. Display and read the selected poem for modeling.
   4. In the Teacher Reader’s Notebook, record the different techniques used in the poem.

5. Model writing a response explaining how the techniques influence the meaning of the poem. Provide evidence from the poem to demonstrate understanding.
   1. Display the Handout: **Writing an Epitaph** that was modeled in Daily Lesson 9.
   2. Model writing an epitaph in the Teacher Writer’s Notebook. Refer to the model texts from Daily Lesson 9 as necessary. Be sure to include poetic techniques, figurative language, and graphic elements as applicable.
### Learning Applications

1. Students select a poem from the collection and read it independently.

2. In their Reader’s Notebook, students record the techniques used in the poem.

3. Students write a response in their Reader’s Notebook explaining how the techniques influence the meaning of the poem.

### Lesson Activity 2: Connecting with Literary Nonfiction

#### 9/1:

1. Reading Appetizer: 3-5 minutes

2. Display and distribute the selected autobiography or diary.

3. Ask: **Why do authors write autobiographies, memoirs, and/or personal narratives? Why do readers read autobiographies, memoirs, and/or personal narratives?** Discuss responses.

4. After setting a purpose, read the beginning of the selected autobiography, memoir, or personal narrative aloud.

5. **Think Aloud** and model reflecting on understanding what is being read. Pretend to be confused about a part of what is being read. Demonstrate strategies for getting comprehension back on track.

6. Ask: **After reading the beginning of this text, do we need to adjust our purpose?** Discuss responses.

1. Writing Appetizer: 10 minutes

2. Display the chart with the writing prompt. Discuss the word *sacrifice*.

3. In the Teacher Writer’s Notebook, brainstorm 3-4 ideas that fit the prompt. **Think Aloud** and briefly describe the event and tell why it fits the prompt. Show students that it does not have to be a major sacrifice.

4. Instruct students to generate 3-4 ideas for the prompt.

### Learning Applications

1. With a partner, students continue to look up the meaning of the rest of the words (or assign 1-2 words per pair if time is short). Students record definitions in their Vocabulary Notebooks.

2. Students discuss how the suffix affects the meaning of the word.

1. With a partner, students finish reading the selected autobiography, memoir, or personal narrative. Students discuss what is happening as they read to monitor comprehension.

2. If time allows, students explore the collection of grade-appropriate autobiographies, memoirs, and personal narratives. Students can read with a partner or independently.

1. In their Writer’s Notebooks, students generate and record 3-4 ideas for the prompt on the chart.

2. Students discuss their ideas with a partner or small group. Students record additional ideas that come up through discussion.

3. Monitor and provide assistance as necessary. 
   
   **Engage in Small Group Instruction as appropriate.**

### Closure

1. As a class, discuss the meaning of the words on the list.

2. Discuss the meaning of the suffix and how it affects words.

3. Add the suffix to the Word Wall.

1. As a class, discuss the selected autobiography, memoir, or personal narrative.

9/2:
1. Reading Appetizer: 3-5 minutes


3. Display and distribute the selected text.

4. Explain that effective readers ask questions before, during, and after reading.

5. Continue by introducing the text. Look at the title and any graphics or images that may be on the cover or inside the text. Ask: What do you notice? What questions do you have? Discuss and record responses.

6. Explain that effective readers ask questions before, during, and after reading. Begin to read the text aloud. Stop occasionally to write questions on sticky notes. Explain that when we read a text for the first time, we are usually asking more literal or interpretative questions to help us figure out what is happening.

7. Read the next section of text. Model writing an evaluative and universal question on sticky notes. Explain that these types of questions are usually not answered directly in the text.

8. Sort the modeled questions on the Anchor Chart: Effective Readers Ask Questions. Discuss why the questions belong in appropriate category.

   1. Writing Appetizer: 10 minutes

   2. Display the chart with the prompt from Daily Lesson 11 Writing. Review the prompt.

   3. Reread the ideas generated in the Teacher Writer’s Notebook in Daily Lesson 11. Think Aloud about which one of the ideas will make the best personal narrative that will have a clearly defined focus or controlling idea.

4. Display a variety of graphic organizers. Think Aloud and choose one that will be helpful in planning the personal narrative.

5. Draw the selected graphic organizer in the Teacher Writer’s Notebook. Think Aloud and answer the following question: What will be the focus or controlling idea for the personal narrative? What message do I want to communicate to my audience? Record the focus or controlling idea above the graphic organizer.

6. Begin to model planning the events in the personal narrative on the selected graphic organizer. Think Aloud about how each event connects to the controlling idea.

Learning Applications

1. Students continue to read the selected text individually or with a partner.

2. Students write questions on sticky notes and place them on a designated page in their Reader’s Notebook.

3. Students reread the generated ideas in their Writer’s Notebook from Daily Lesson 11. Students select an idea to become a personal narrative with a clearly defined focus or controlling idea.

4. Students think about and record their focus or controlling idea.

5. Students select a graphic organizer and plan the events in their personal narrative. Students consider how each event connects to the controlling idea.

   Engage in Small Group Instruction as appropriate.

Closure

1. Students star or highlight an unanswered question from reading.
2. Students share their questions with the class. Students sort their questions into the correct category on the Anchor Chart: Effective Readers Ask Questions.

3. Ask: **How can asking questions help you understand text?** Discuss responses.

**9/5:**

1. Reading Appetizer: 3-5 minutes

2. Display and distribute the selected autobiography, personal narrative, or memoir.

3. Display the Anchor Chart; Good Readers Make Connections and explain to students that they will practice making personal connections. Ask: **Why do readers make personal connections while reading?** Discuss responses including *that it helps the reader with comprehension.*

4. Read the title and a section of the selected text aloud. Using one of the sentence stems on the Anchor Chart: Good Readers Make Connections, model making a personal connection. Tell students how that connection helps with comprehending the text.

1. Ask: **What is a verb?** Discuss responses and clear up any misconceptions.

2. Display the Anchor Chart: Irregular Verbs.

3. Explain that there are both regular verbs and irregular verbs. Tell students that regular verbs follow certain rules when changing verb tenses. Give examples of regular verbs and their conjugations. Discuss the rules for conjugating regular verbs.

4. Explain the irregular verbs do not follow the same rule. Model conjugating the some of the irregular verbs on the Anchor Chart: Irregular Verbs. Tell students there is not a rule for conjugating these verbs. Tell students to ask themselves if it sounds right when using irregular verbs.

5. Display the personal narrative plan developed in the Teacher Writer’s Notebook in Daily Lesson 12.

6. Discuss the plan including talking about how the events develop the controlling idea.

7. In the Teacher Writer’s Notebook, begin drafting the personal narrative using the plan from Daily Lesson 12. Be very explicit in selecting words and phrases that communicate the importance of or reasons for actions and/or consequences in the personal narrative. Include personal thoughts and feeling to communicate the message more clearly. Point out any irregular verbs used in the draft.

**Learning Applications**

1. With a partner, students continue to look up the meaning of the rest of the words (or assign 1-2 words per pair if time is short). Students record definitions in their Vocabulary Notebooks.

2. Students discuss how the suffix affects the meaning of the word.

1. With a partner, students continue reading the text.

2. Students record 2-3 personal connections in their Reader’s Notebook using the sentence stems on the Anchor Chart: Good Readers Make Connections.

**9/6:**

1. Reading Appetizer: 3-5 minutes

2. Display and distribute the selected autobiography, personal narrative, or memoir.

3. Display the Anchor Chart; Good Readers Make Connections and explain to students that they will practice making textual and world connections. Ask: **Why do readers make textual and world connections while reading?** Discuss responses including *that it helps the reader with comprehension.*

4. Read the title and a section of the selected text aloud. Using one of the sentence stems on the Anchor Chart: Good Readers Make Connections, model making a textual connection. Tell students how that connection helps with comprehending the text.

5. Read another section and model making a world connection using the sentence stem on the Anchor Chart: Good Readers Make Connections.

1. Ask: **What is an adjective?** Discuss responses and clear up any misconceptions.
2. Display the Anchor Chart: Predicate Adjectives. Review what a subject is and what a predicate is. Provide examples as necessary.

3. Explain that a predicate adjective occurs in the predicate and describes the subject and is used with a linking verb (is, are, was, were, have, has, had). Use some of the adjectives on the Anchor Chart in a sentence. Ask 1-2 students to use the adjectives in the predicate in a sentence.

4. Explain to students the difference between comparative and superlative. Convert each of the adjectives on the chart into their comparative and superlative forms. Ask students to notice that comparative uses -er and more and that superlative uses -est and most.

5. Display the personal narrative plan developed in the Teacher Writer’s Notebook in Daily Lesson 12.

6. Reread what was drafted in the Teacher Writer's Notebook in Daily Lesson 13.

7. In the Teacher Writer’s Notebook, continue drafting the personal narrative using the plan from Daily Lesson 12. Be very explicit in selecting words and phrases that communicate the importance of or reasons for actions and/or consequences in the personal narrative. Include personal thoughts and feeling to communicate the message more clearly. Use predicate adjectives where applicable.

Learning Applications

1. With a partner, students continue reading the text.

2. Students record 2-3 textual and world connections in their Reader’s Notebook using the sentence stems on the Anchor Chart: Good Readers Make Connections.

9/7:

1. Reading Appetizer: 3-5 minutes

2. Introduce students to the concept of an inference with the “Who/What Am I?” game. Take out the prepared note cards and share one clue at a time. Allow time for students to infer the person, animal, or thing based on the information you have shared. Continue to give clues until a student has inferred correctly. Once a student answers correctly, have the student share his/her thinking process that led him/her to that conclusion.

3. Explain that they make inferences when they take the information they are reading and connect it to their previous own knowledge and experiences.

4. Explain that authors do not always tell the reader everything. They give the reader clues, like in the “Who/What Am I?” game so that the reader can figure out what they are trying to say. This process is called making inferences.

5. Display the Anchor Chart: Making an Inference. Explain the three columns.

6. Display and distribute the selected autobiography, personal narrative, or memoir.

7. Read the title and a section of text aloud. Think Aloud and connect the text to background knowledge to form an inference. Write the text evidence on the left column, personal knowledge/experience in the middle column and the inference in the right column. Repeat 2-3 times.

9/8:

1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: Techniques Poets Use to Create Meaning from Daily Lesson 10. Review the different literary techniques and devices.

3. Cross out the word “Poets” on the Anchor Chart and write the word “Authors”. Explain that the literary techniques/devices can be found in literary nonfiction texts also.

4. Display the selected autobiography, personal narrative, or memoir for modeling.

5. Model identifying the literary language and devices used in the text. Think Aloud about how it contributes to the meaning of the text.

6. Instruct students to reread previously read autobiographies, personal narratives, and memoirs to identify literary
language and devices. Tell students to record them in their Reader’s Notebook and tell why they contribute to the
meaning of the text.

9/9:
1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: Techniques Poets Authors Use to Create Meaning from Daily Lesson 17. Review the
techniques on the chart.

3. Display the selected personal narrative and/or memoir for modeling.

4. Read the selected text aloud. Think Aloud about the literary language and devices used. Record them in the
Teacher Reader’s Notebook and explain how they create meaning for the reader.

9/12:
1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: Techniques Poets Authors Use to Create Meaning from Daily Lesson 18. Review the
techniques on the chart.

3. Display the selected autobiography for modeling.

4. Read the selected text aloud. Think Aloud about the literary language and devices used in the text (if any).
   Record them in the Teacher Reader’s Notebook and explain how they create meaning for the reader.

1. Distribute the other selected autobiography.

2. Students read the autobiography independently. Students identify and record the literary language and devices used by the
   author (if any). Students write how the literary language and/or devices contribute to the meaning of the text.

9/13:
1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: Techniques Authors Use to Create Meaning from Daily Lesson 19. Review the
techniques on the chart.

3. Display the previously read personal narrative or memoir and autobiography used for modeling.

4. Display the large Venn diagram.

5. Model comparing and contrasting the literary language and devices in the two texts. Record the similarities and
differences on the large Venn diagram.

2. Students create a Venn diagram in their Reader’s Notebooks.

3. Students compare and contrast the literary language and devices used in the two texts.

4. Students record the similarities and differences on their Venn diagram.

9/14:
Lit. Book pgs. 3-7

9/15:
Lit. Book pgs. 10-21 and Wks.

9/16:
Lit. Book pgs. 24-27 pgs. 28-41 and Wks.

9/19:
Lit. Book pgs. 46-50 and Wks.

9/20:
Voc. Practice and packets

9/21:
Voc packets

9/22:
Lit. Book pgs. 54-67 and Wks.

9/23:
Finish Wks. from yesterday

9/26:
Posters

9/27:
Lit. Book pgs. 71-74 and Wks.

9/28:
Lit. pgs. 76-81 and Wks.

9/29:

9/30:

Lesson Activity 3: Date-Date Engage or Explore or Explain or Elaborate or Evaluate

Very brief explanation of the student activity...

Student Responsibility, Date:

Student Responsibility, Date:

Student Responsibility, Date:

Lesson Activity 4: Date-Date Engage or Explore or Explain or Elaborate or Evaluate

Very brief explanation of the student activity...

Student Responsibility, Date:

Student Responsibility, Date:

Student Responsibility, Date:

Lesson Activity 5: Date-Date Engage or Explore or Explain or Elaborate or Evaluate

Very brief explanation of the student activity...

Student Responsibility, Date:

Student Responsibility, Date:

Student Responsibility, Date:
<table>
<thead>
<tr>
<th>Lesson Activity 6: Date-Date</th>
<th>Engage or Explore or Explain or Elaborate or Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very brief explanation of the student activity...</td>
<td></td>
</tr>
<tr>
<td>Student Responsibility, Date:</td>
<td></td>
</tr>
<tr>
<td>Student Responsibility, Date:</td>
<td></td>
</tr>
<tr>
<td>Student Responsibility, Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Activity 7: Date-Date</th>
<th>Engage or Explore or Explain or Elaborate or Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very brief explanation of the student activity...</td>
<td></td>
</tr>
<tr>
<td>Student Responsibility, Date:</td>
<td></td>
</tr>
<tr>
<td>Student Responsibility, Date:</td>
<td></td>
</tr>
<tr>
<td>Student Responsibility, Date:</td>
<td></td>
</tr>
</tbody>
</table>