

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts – Grade 6

Title: Building Reading Skills: Fluency
Subject: Reading/Writing/Listening, Speaking, Viewing
Topics: Fluency/Expository writing
Grade: 6
Designers: McCarley

| Introduction |
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| Unit Framework Title Building Reading Skills: Fluency |
| Unit Framework Annotation This unit focuses on the habits and skills involved in reading and on identification of reading problems and corrective strategies. Students also use their writing skills to relate their understanding of these skills and strategies. Areas covered in the unit include decoding, determining word meaning in context, fluency, phrasing, pronunciation, inflection, self-monitoring and self-correcting, prosody, oral delivery/presentation skills, coaching skills, questioning, clarifying and justifying. In this unit, students will identify the main components/skills involved in reading, in particular, reading aloud. They will connect these components/skills to activities in their everyday life. They will begin to develop the skills necessary for identifying reading problems and strategies that can be applied to address these problems. They will identify and practice techniques used in verbal interactions, such as one-on-one conferencing, coaching, and group discussions. Their comprehension and understanding of the reading fluency strategies will be evidenced in two culminating tasks. Students will deepen and demonstrate their comprehension of reading components, problems, and strategies by creating a written plan explaining the importance of reading skills and detailing a problem-solution plan. They will also make final presentations of text read-alouds at the conclusion of the unit. |
| Approximate Duration for the Unit Framework 2-3 weeks |
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| Standards |
| Focus Standards ELA6R3: The student reads aloud familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student <ul style="list-style-type: none"> (a) uses letter-sound knowledge to decode English and uses a range of cueing systems to determine punctuation and meaning; (b) uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies); (c) reads with a rhythm, flow, and meter that sounds like everyday speech (prosody). ELA6W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student <ul style="list-style-type: none"> (a) selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements; (b) writes texts of a length appropriate to address the topic; |

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- (c) uses traditional structures for conveying information;
- (d) uses appropriate structures to ensure coherence.

ELA6W2: The student demonstrates competence in a variety of genres. The student produces writing (problem and solution) that:

- (a) engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest;
- (b) establishes a statement as the main idea;
- (c) develops a controlling idea that conveys a perspective on the subject;
- (d) creates an organizing structure appropriate to purpose, audience, and context;
- (e) develops the topic sentence with supporting details.

ELA6LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- (b) asks relevant questions;
- (e) displays appropriate turn-taking behaviors;
- (f) actively solicits another person's comments or opinions;
- (g) offers own opinion forcefully without being domineering;
- (h) responds appropriately to comments and questions;
- (i) volunteers contributions and responds when directly solicited by teacher or discussion leader;
- (j) gives reasons in support of opinions expressed;
- (k) clarifies, illustrates or expands on a response when asked to do so;
- (l) employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solutions, evaluates solution);
- (m) writes a response to/reflection of interactions with others.

ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools. When delivering or responding to presentations, the student:

- (a) gives oral presentations or dramatic interpretations for various purposes
- (b) shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals)
- (c) uses language for dramatic effect;
- (d) uses rubrics as assessment tools.

Complementary Standards (optional)

ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- (g) Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme.

ELA6RC1: The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines.

ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly. The student

- (a) demonstrates and understanding of contextual vocabulary in various subjects;
- (b) uses content vocabulary in writing and speaking;
- (c) explores understanding of new words found in subject area texts.

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ELA6W4: The student consistently uses the writing process to develop, revise, and evaluate writing.
The student

- (a) plans and draft independently and resourcefully;
- (b) revises manuscripts to improve the organization and consistency of ideas within and between paragraphs;
- (c) edits to correct errors in spelling, punctuation, etc.

ELA6C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Understanding and Goals

Unit Understandings, Themes, and Concepts (provide concepts students should retain as a result of this unit)

- Students develop an understanding of the importance of reading skills.
- Students identify and address reading problems, using corrective reading strategies in independent reading.
- Students learn to interact effectively with others through verbal communication.
- Students learn appropriate behaviors for working in partner, small group, and whole group settings.
- Students analyze and compose problem/solution writing.

Primary Learning Goals or Essential Questions

Reading Essential Questions

- When do we use reading as a part of everyday life?
- What makes some readers more enjoyable to listen to than others?
- What can you do when you read something that does not make sense?
- What do good readers do to help them better understand and comprehend what they read?

Writing Essential Questions

- Why do people write?
- Why is some writing more interesting to read than other writing?
- What is problem/solution writing and how does it differ from other genres?
- How do we use the writing process to produce a finished composition?
- Why is it important to follow the conventions of language in written and spoken forms?

Listening/Speaking/Viewing Essential Questions

- What makes some speakers more engaging?
- Why is it important to know your audience?
- What are some strategies to improve oral presentations?
- How can comments from peers be useful in improving our presentation?

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| Balanced Assessments | | | | | |
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| Methods/ types | Informal Observations | Dialogue and Discussion | Selected Responses | Constructed Responses | Self- Assessments |
| Description | *Observe students working individually, partnered, or in small groups to analyze reading strengths and weaknesses *Observe students working individually in identifying reading strengths and weaknesses *Observe students incorporating strategies for effective oral interpretation or presentation *Observe students appropriately offering opinions, asking questions, clarifying and justifying *Observe students during the writing process | *Student-teacher dialogues during whole group discussion of material read orally *student-student dialogues during analysis of materials read orally *student-teacher dialogues during one-on-one conferencing during the writing process | *Content vocabulary quizzes *Content tests | *Class and partner created charts *Quick writes *Journal reflection responses *Rubric scoring (self and peer) | *Reflect on connections between reading and real life events *Reflect on personal strengths and weaknesses during read aloud activities *Self-assess during read aloud activities *Self-assess during stages of the writing process (particularly after peer conferencing) |
| Attachment(s) (optional) | | | | | |
| See the online unit on fluency | | | | | |
| Unit Performance Task(s) | | | | | |
| Unit Performance Task Title Reading Corrective Strategies Essay/Effective Read-Alouds | | | | | |
| Description/Directions Students will select a portion of text (length approved by teacher) to present orally. The will participate in coaching sessions with peers to identify problems or areas for improvement. From the coaching session, students will apply reading strategies to the areas discussed and practice for improvement. Student coaching rubrics (designed by teacher) and conversations will show evidence of understanding of the main components of reading aloud as well as the ability to summarize and determine importance of text selections. Students will demonstrate evidence of understanding through peer feedback and group discussions that occur after oral presentations. This unit has two culminating performance tasks, one written and one oral. First students will compose a piece of expository (problem and solution) writing that engages the reader, communicates the importance of good reading skills, identifies reading problems and formulates a plan for addressing the reading problems named. The paper will be graded on how accurately the writer identifies the problems and corrective strategies and on how closely it meets the standard for this genre of writing. For the second task, students make final presentations of text read-alouds after practice, coaching sessions, and written reading plan are completed. (See task bank: Read Aloud, Reader’s Theater, and/or Performance Poetry for possible product options) | | | | | |

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Rubric for Performance Task

A peer coaching rubric for this unit can be found in the complete, detailed lesson plans located at the bottom of the following page: <http://www.georgiastandards.org/english.aspx>
 Writing rubric is not included; this rubric should be designed by the teacher (based on expectations and knowledge of students) and the students.

Student Work Sample with Teacher Commentary

Not available at this time

Sequence of Instruction and Learning

List and briefly describe the sequence of teaching strategies, teaching activities, and learning activities that will guide students to attainment of the intended standards.

Sequence of Instruction and Learning

| Teacher activities | Student Activities |
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| <ul style="list-style-type: none"> * Assess student knowledge of reading strategies. * Assess student knowledge of summarizing techniques * Ask students to list situations in life that utilize reading. * Model oral reading/read alouds * Model coaching techniques * Model retelling * Explain features of expository (problem and solution) writing and review writing rubric * Review components of rubric scoring for oral reading and retelling * Monitor student group discussions and practice * Conduct writing conferences * Demonstrate components of read alouds: fluency, phrasing, inflection and pronunciation | <ul style="list-style-type: none"> * Create charts: reviewing reading strategies (other charts are created by class discussion) * Participate in whole group and small group discussions that demonstrate understanding of the elements of oral reading. * Model read alouds in “share time” * Peer assess read alouds * Participate with partner in coaching sessions to practice read-alouds and retelling. * Take turns reading aloud and retelling texts. * Reformulate text into news ad or talk show segment. * Draft, revise, edit, and complete a piece of expository (problem/solution) writing |

Sequence of Activities, Tasks, and Assessments for Unit

Week 1:

- Introduce content vocabulary
- Discuss oral reading and rubric
- Partner and practice read-alouds and rubric scoring
- Chart strategies for improving oral reading
- Discuss retelling and rubric

Week 2:

- Practice retelling with class feedback;
- Create and share inferencing and determining importance charts;
- Reformulation of texts

Week 3:

- Review standards for problem/solution writing;
- Analyze models of problem/solution writing;
- Draft, edit, revise, and publish writing piece;
- Conferences with students;
- Participate in final read-aloud activity

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Additional Elements

Sample List of Appropriate Resources (optional)

When Kids Can't Read. (Beers, Kyleene. *When Kids Can't Read.* Portsmouth: Hieneman, 2003.)

Various poems

Various chapter books

Models of expository (problem/solution) compositions (at least 2)

Notes and Reflections

Complete and detailed lesson plans for this particular unit can be found at the bottom of the following page: <http://www.georgiastandards.org/english.aspx>

The tasks listed within this unit are merely suggestions. Teachers may choose to: use them as is or in addition to other tasks, modify them, or replace them with other tasks.

Teach the conventions of Standard English as needed; select elements indicated as problematic during student conferencing

Coaching, read-alouds, and retelling skills should be revisited in other units throughout the year.

In order to pair effectively, the teacher needs to know his/her students' strengths, weaknesses, and personalities.

The teacher needs to pair self with struggling readers at the beginning.

The teacher needs to model good read-alouds and coaching throughout the year.

Students need to concentrate on positive commentary at the beginning of peer evaluations and later add constructive criticism.