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| **Woodstock Middle School****6th GRADE Reading – Quarter 2****Mrs. C. Williams** **Ready Reading Prescription** |
| **Reading Prescription**Greetings Mrs. Williams, As we head into Quarter 2, we will continue to utilize the iReady Reading Prescription to guide our instruction. Since we have two weeks for each lesson, we will do the re-teach lesson for Week 1 and the 6th Grade iReady Lesson for Week 2. The pacing guide for each lesson is included in the Teacher’s Edition. The lesson objectives are identified and whole class instruction is outlined for each day of the week.* Day 1 – Introduction: Read, Think, Talk
* Day 2 – Modeled and Guided Instruction: Read, Think, Talk & Write
* Day 3 – Guided Instruction: Read, Think, Talk, Write
* Day 4 – Independent Practice: Read, Think, Write
* Day 5 – Independent Practice – Review, Review, Assign and Discuss

As you plan your lessons for the day, please take into account the instructional format and ensure district expectations are evident even in the iReady lessons. The focus standards for each lesson are listed below and will be used to identify and annotate the PBO.1) **Annotation of PBO** using the definitions from **Educational Epiphany**: [Grades 6-8 Here](https://drive.google.com/drive/folders/1xGPd1M4d-VmcZE--hJmcMTr4SJYtSu8N)2) **Vocabulary Infusion** - Updated WORD WALLS reflecting only CURRENT words of study and definitions – Tier 2 and Tier 3 Words, reiterated throughout lesson3) **Gradual Release**: I Do, We Do, You Do (This is embedded in the lessons)4) **Writing** – students are expected to complete the writing activities embedded in each lesson (embedded in Independent Practice)The **4 Common Assessments** listed below will be administered through iReady and they will count as four Test, Quizzes and Assessment Scores and will be factored in as part of the students’ overall grades. |
| Text Title | Skill | **Focus Standard**  | Unit/Week | Time Frame |
| **Ready Reading (Main Texts)**“Alma’s First Cattle Drive” **by Nancy Seago (**Historical Fiction) “Lost In Time” **by Marcus Factor** (Drama) from “Black Beauty”**by Anna Sewell** (Novel Excerpt)**Week 1: Lesson 6 Reteaching*** **Teacher Edition:** [**Comparing and Contrasting Setting and Events**](https://teacher-toolbox.i-ready.com/dam/jcr%3A7a83ba00-b774-45e3-b297-9708d2eacef3/NN%202016%20US5R%20RI%20TRB%20L06.pdf)
* **Student Edition:** [**Comparing and Contrasting Setting and Events**](https://teacher-toolbox.i-ready.com/dam/jcr%3A25ed8e3f-f312-43f3-a872-ad934e6f8987/NN%202016%20US5R%20RI%20SE%20L6.pdf)

**Week 2: Lesson 6: Describing Plot** * [**Lesson 6 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr%3A8478d069-797a-4d0a-960a-036d2605b69a/NN%202016%20US6R%20RI%20TRB%20L6.pdf)
* [**Lesson 6 Student** **Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr%3A95f17e0c-366b-4a9b-acec-3c3011032356/NN%202016%20US6R%20RI%20SE%20L6.pdf)
* Teacher Pages: 49-57
* Student Pages: 53-60

  | Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.  | **6.RL.KID.3**  | Unit 2WEEK 1Ready Reading | October 18th-29nd |
| **COMMON FORMATIVE ASSESSMENT #1 – October 28, 2021** |
| **Ready Reading (Main Text)**“Atlantis: Lost City?” **byJulio Gonzalez**(Historical Account)“Seven Cities of Gold”**by Claudio Vandango** **(**Historical Account) “The Search for El Dorado” **by Lauren Octavio (**Historical Account) **Week 1**: **Lesson 4 Reteaching*** **Teacher Edition:** [**Explaining Relationships in Scientific and Technical Text**](https://teacher-toolbox.i-ready.com/dam/jcr%3A10880cc9-1bde-4aa5-ac17-6634b8f1667f/NN%202016%20US5R%20RI%20TRB%20L04a.pdf)
* **Student Edition:** [**Explaining Relationships in Scientific and Technical Text**](https://teacher-toolbox.i-ready.com/dam/jcr%3Af4c7fb00-054e-4ecb-9f3f-7cf1c37d898d/NN%202016%20US5R%20RI%20SE%20L4a.pdf)

**Week 2: Lesson 4: Analyzing Key Ideas in A Text** * [**Lesson 4 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr%3Ab4684003-4b69-4caf-999c-60a20ebb33a0/NN%202016%20US6R%20RI%20TRB%20L4.pdf)
* [**Lesson 4 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr%3Ab6508a06-ef52-4a51-8317-41a334a9bc4f/NN%202016%20US6R%20RI%20SE%20L4.pdf)
* Teacher Pages: 28-36
* Student Pages: 27-34

  | Analyze in detail how a key individual event, or idea is introduced, illustrated, and developed in a text.  | **6.RI.KID.3** | Unit 1WEEK 1Ready Reading | November 1st-12th  |
| **COMMON FORMATIVE ASSESSMENT #1 – Nov 11, 2021** |
| **Ready Reading (Main Text)** “The Gold Watch” **by Matthew Allen** (Realistic Fiction)“A Thunder-Storm” **by** **Emily Dickinson** (Poetry) from “To Build A Fire” **by Jack London** (Short Story) **Week 1: Lesson 13 Reteach*** **Teacher Edition:** [**Language and Meaning**](https://teacher-toolbox.i-ready.com/dam/jcr%3Abbb7121e-95a6-4035-84eb-b16e925feb49/NN%202016%20US5R%20RI%20TRB%20L15.pdf)
* **Student Edition:** [**Language and Meaning**](https://teacher-toolbox.i-ready.com/dam/jcr%3Acfee9f8a-8037-43a6-827b-ec3708886699/NN%202016%20US5R%20RI%20SE%20L15.pdf)

**Week 2: Lesson 13: Determining Word Meanings: Figurative and Connotative** * [**Lesson 13 Teacher Resources**](https://teacher-toolbox.i-ready.com/dam/jcr%3Afab3f171-b8d0-4801-9378-dfe812c86a0a/NN%202016%20US6R%20RI%20TRB%20L13.pdf)
* [**Lesson 13 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr%3A0a3dea25-5282-4445-8fd2-ba56517a48b3/NN%202016%20US6R%20RI%20SE%20L13.pdf)
* Teacher Pages: 118-126
* Student Pages: 129-136
 | Determine the meaning of words and phrases as they are used in a text; including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts. | **6.RL.CS.4** | Unit 2WEEK 1Ready Reading  | November 15 – Dec 3  |
| **COMMON FORMATIVE ASSESSMENT #1 – Dec 2, 2021** |
| **Ready Reading (Main Text)** “The Father of Rock and Roll” **by LaTisha Hammond** (Historical Account) “The Evolution of the Guitar” **by Pat Frisell** (Historical Account)“From The Power of Music” **by Elena Mannes** (Excerpt)**Week 1: Lesson 10: Reteach****Teacher Edition:** [**Unfamiliar Word**](https://teacher-toolbox.i-ready.com/dam/jcr%3A3041cc25-96b1-45ef-aeb3-1a04681c2b5e/NN%202016%20US5R%20RI%20TRB%20L11.pdf)**s****Student Edition:** [**Unfamiliar Words**](https://teacher-toolbox.i-ready.com/dam/jcr%3Ace99495c-ac11-4451-98ce-ba529743aed6/NN%202016%20US5R%20RI%20SE%20L11.pdf)**Week 2: Lesson 10: Determining Word Meanings: Figurative, Connotative and Technical** * [**Lesson 10 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr%3A207bae5e-cc87-49d8-bb9f-70cf05413208/NN_2016_US6R_RI_TRB_L10.pdf)
* [**Lesson 10 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr%3A9fb7ac7d-db14-429f-9d9c-55bb7d1ddb56/NN%202016%20US6R%20RI%20SE%20L10.pdf)
* Teacher Pages: 88-96
* Student Pages: 95-102

  | Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meaning.  | **6.RI.CS.4** | Unit WEEK 1Ready Reading  | December 6th-17th  |
| **COMMON FORMATIVE ASSESSMENT #1 – Dec 16, 2021** |