

Read Naturally (Reading and Writing)

Content Area: **English Language Arts**
Course(s): **Language Arts 6**
Time Period: **December**
Length: **6 months**
Status: **Published**

Unit Summary

Read Naturally is a research-based reading and writing intervention program. Students learn to independently follow a set of procedures. To enhance the learning experiences for the students, this program has been modified. A tiered model is used. Throughout the program students work on improving fluency, vocabulary and writing skills. Students become more confident language arts students by developing fluency, phonics skills, comprehension, vocabulary and writing. Students work on leveled, high-interest, nonfiction passages. This unit combines teacher modeling (along with audio support), repeated reading, and progress monitoring.

Google Doc Unit Plan Link: [Standards Addressed](#)

Standards

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.6.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn how to read accurately, fluently, and with expression while expanding their knowledge base.
- Students will learn how to develop automaticity in decoding.
- Students will learn how to strengthen their comprehension and vocabulary while reading.
- Students will learn how to write expository essays.
- Students will learn how to evaluate and revise their writing using a rubric.

Essential Questions

- Why is it important to keep rereading the passages?
- How do I cite evidence when writing to describe or explain a topic?
- Why should I worry about making errors when reading? What's the big deal?

Enduring Understandings

- Students will understand that sometimes it is important to reread text in order to better understand it.
- Students will understand that domain specific words can help them to better express themselves when reading, speaking and writing.
- Students will understand that making errors when reading, negatively effects their understanding.
- Students will understand that revising and editing writing is important.

Application

- Students will be able to independently use their learning to become more independent workers.
- Students will be able to independently use their learning to read with understanding.
- Students will be able to independently use their learning to use prewriting to organize and write essays.
- Students will be able to independently use their learning to identify key vocabulary and use it when discussing or writing about a topic.
- Students will be able to independently use their learning to cite textual evidence to support their thinking.
- Students will be able to independently use their learning to use context clues to determine the meaning of unknown words or phrases.

Skills

Students will be skilled at:

- Reading more challenging text.
- Utilizing context clues to determine the meaning of unknown words or phrases.
- Citing textual evidence when supporting their thinking when speaking and writing.
- Responding to literal and inferential comprehension questions.
- Writing organized expository essays.
- Conducting short research.