



Common Core Support Coach, ELA Grade 6 **Summer School Pacing Guide**

To the Teacher...

The lessons and activities chosen for this Pacing Guide are those that we recommend as areas of focus within the *Common Core Support Coach* ELA curriculum. It is designed for 20 days of instruction, so if your summer school program is shorter or longer, you can implement more or less of the options. Depending on whether you wish to gather more comparative data on student's pre- and post-program performance, or gather formative data during the program, you can rely on either the *Support Coach* Practice Tests or the Lesson Quizzes for assessment data.

The needs of each class are different, so incorporate the parts of the lessons (e.g. multiple reads) that you see working most effectively for your students.

Have a wonderful summer program!

Common Core Support Coach, ELA Grade 6
Summer School Pacing Guide
(20 Days, 75-minute sessions)

Day 1	Day 2	Day 3	Day 4
<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Lesson 3: Poetry (pp. 55-76) Model the introduction on p. 55. First Read – Teach Practice the Skill on p. 56, then read “The Glove and the Lions” with the students. Model skills from the orange sidebars. Have students work on p. 265. Second Read – Teach Practice the Skill p. 57, then reread the poem with students with focus on green sidebars. Hold discussion of skills visited to check for progress. Have students complete the top portion of p. 266. <i>(50 min.)</i></p> <p>Vocabulary p. 61: Using a Dictionary <i>(15 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Review the skills learned and used in Lesson 3 thus far. Third Read – for deeper meaning, have students use blue sidebars and discuss after reading. Have them complete the questions and discuss in pairs their thoughts and markings of the text. Have students complete the rest of p. 266. Introduce Practice the Skill on p. 62, then do the First Read of “Ozymandias” with students, calling out the orange sidebars with think-alouds while reading. <i>(50 min.)</i></p> <p>Vocabulary p. 67: Academic Vocabulary <i>(15 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Lesson 3 – Lead Practice the Skill on p. 84. For the Second Read, read aloud with volunteers and have students work on p. 268. Students should follow the green sidebars to monitor the text as they read. Third Read - Students read independently the third time and complete p. 268 as they discuss with partners. Then have students read pp. 68-69 and complete independently. <i>(60 min.)</i></p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Lesson 3 – Introduce the Read On Your Own selection, pp. 70-76. Have students read the poem three times, each time for a different purpose. Then have them complete the required comprehension check questions to see if skills and strategies are mastered. <i>(45 min.)</i></p> <p>Fluency (Fluency section is located in back of Teacher’s Manual.) Work with one student at a time. Follow the same process for 3-4 students. <i>(20 min.)</i></p> <p>Assessment (optional) Administer the quiz for Lesson 3.</p>

Day 5	Day 6	Day 7	Day 8
<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 4: Historical Fiction (pp. 77-95) First Read – Teach Practice the Skill on p. 78, then read “The Warrior Maker” on pp. 80-87 with students. Have them complete the Text Evidence Chart on p. 269. Second Read – Lead Practice the Skill on p.79. Guide students in rereading the passage. Have students complete the second read portion of p. 270. (50 min.)</p> <p>Vocabulary p. 85: Domain Specific Vocabulary (15 min.)</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 4 – Have small groups do the Third Read aloud and complete p. 270. Encourage partners to discuss third read challenges and information. Have students review the skills and strategies used in this lesson. (50 min.)</p> <p>Vocabulary p. 93: Using Word Relationships. (15 min.)</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading (Note: Skip the second passage for this lesson unless extra time allows for it.) Lesson 4 – Have students complete close reads for the independent selection on p. 96, “Farewell to Vinland.” Have them do three close reads, completing the questions from the sidebars and the Comprehension Check on pp. 99-100. (45 min.)</p> <p>Fluency Have students practice fluency using either lesson 4 or 6. Work with one student at a time. Follow the same process for 3-4 students. (20 min.)</p> <p>Assessment (optional) Administer the quiz for Lesson 4.</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 7: Scientific Texts First Read – Introduce the genre and skills of text structure and inferences. Together read “Opals” on pp. 152-156. Students should work on orange sidebars and complete p. 281. Second Read – Lead Practice the Skill on p. 151. Have students complete the second read portion of p. 282 and discuss the questions together. Help students follow the green sidebars to monitor the text. (50 min.)</p> <p>Vocabulary p. 157: Word Relationships. (15 min.)</p>

Day 9	Day 10	Day 11	Day 12
<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 7 – Assign the Third Read (critical thinking) of “Opals.” Students should complete the sidebars in their journals. Introduce Practice the Skill on p. 158 about Inferences. Do the First Read of “Rapa Nui” (pp. 160-164) with students. Have them complete p. 283 and discuss the sidebars. (65 min.)</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 7 – Complete the First Read activities as necessary. Second Read – Have students reread “Rapa Nui,” complete the green sidebar discussion, and p. 284. (50 min.)</p> <p>Vocabulary p. 165: Science Terms and Symbols (15 min.)</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 7 – Assign the Third Read - “Rapa Nui,” in which students read for critical thinking. Have them answer the blue sidebars. As a group, discuss the visuals and how they affect reading pp. 166-167. (45 min.)</p> <p>Fluency Your choice of lesson. Work with one student at a time. Follow the same process for 3-4 students. (20 min.)</p> <p>Assessment (optional) Administer the quiz for Lesson 7.</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 7 – Have students read “Subways Under the Sea,” pp. 168-170. They may complete the even or odd questions on Comprehension Check. Lesson 1: Fiction (pp. 5-28) First Read – To prepare for “Aaron’s Future Friend,” lead Practice the Skill on p. 6. With students, read and complete the orange sidebars and p. 257. (70 min.)</p>

Day 13	Day 14	Day 15	Day 16
<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 1 – Prepare for the Second Read by introducing Practice the Skill on p. 7. With students, reread pp. 8-12 completing p. 258 (second read portion only). Assign the Third Read if time allows, or as a student choice when finished with other work. (50 min.)</p> <p>Vocabulary p. 13: Context Clues (15 min.)</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 1 – For “La Festival Calabaza,” lead the Practice the Skill on p. 14. Do the First Read with students. Have them complete p. 259 and discuss as a whole group. Start the Second Read with Practice the Skill on p. 15. Have students read with you and complete p. 260. (65 min.)</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 1 – Have students discuss and complete pp. 22-23 on theme comparison. Then assign the Read on Your Own selection “High Hopes,” on pp. 24-26. Have students do the three reads and complete the odd questions on the Comprehension Check pp. 27-28. (50 min.)</p> <p>Vocabulary p. 21: Denotation and Connotation (15 min.)</p> <p>Assessment (optional) Administer the quiz for Lesson 1.</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (10 min.)</p> <p>Close Reading Lesson 9: Persuasive Nonfiction (pp. 199-222) Introduce point of view and purpose with Practice the Skill on p. 200. For the First Read of “Technology is Killing My Movies,” pp. 202-206, have students complete p. 289 as they read. (50 min.)</p> <p>Vocabulary p. 207: Word Relationships (15 min.)</p>

Day 17	Day 18	Day 19	Day 20
<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Lesson 9 – Prepare for the Second Read with Practice the Skill on p. 201. Have students read, complete p. 290, and discuss as a class. Then, have students choose one of the other two passages to read and respond to the sidebars. <i>(65 min.)</i></p> <p>Assessment (optional) Administer the quiz for Lesson 9.</p>	<p>Teacher Read Aloud Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(10 min.)</i></p> <p>Close Reading Lesson 2: Drama Introduce the genre and the first Practice the Skill page. Have students practice to perform one of the drama selections as Reader’s Theatre. Depending on the number of students in class, assign multiple groups for all three-drama selections. <i>(65 min.)</i></p> <p>Fluency Your choice of lesson. Work with one student at a time. Follow the same process for 3-4 students. <i>(20 min.)</i></p>	<p>Close Reading Lesson 2 – Have each student group do a run-through of their selection for you. Provide feedback, and allow each group time to practice. <i>(75 min.)</i></p> <p>Fluency Your choice of lesson. Work with one student at a time. Follow the same process for 3-4 students. <i>(20 min.)</i></p>	<p>Close Reading Lesson 2 – Have each student group present for the rest of the class. <i>(50 min.)</i></p> <p>Free Read Have students select and read a new passage from another Lesson in the book. <i>(25 min.)</i></p>