

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6<sup>th</sup> grade

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark: Standard 1:**

Students will use multiple strategies to read a variety of texts.

**Grade Level Objective: 1. A.6.1:** compare/contrast the differences in fiction and non-fiction text.

**1.A.6.2:** Independently reads a significant number of books and text each year in a variety of genres (fiction/non-fiction) (C, MCGF,T,G)

### ***Instructional Strategies:***

\*Day one: Make a Venn Diagram that separates informational text from fiction.

Have each student generate differences between the two genres. Follow up activity with independently reading Empire in The Andes, an informational text (paired reading)

Students will identify captions, labels, key words, and changes in print. Discuss why these features help clarify complicated material.

#Day two: Students will independently read the informational text.

**Assessment:** Venn Diagram (see attached)

**Instructional Timeline:** Unit 1: September **Page 65S**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6<sup>th</sup>

**Teacher:** Mrs. Burns

### **Reading/Language Arts Standard/Benchmark:**

Students will read with fluency, comprehension, and purpose in content areas.

**Grade Level Objective:** 2. C. 6.1: analyze the 5Ws (who, what, when, where and why) in a variety of genres (C, MCGF, T,G)

### **Instructional Strategies: Small Groups ( applying vocabulary and comprehension skills)**

Day 1: Academic language, oral language, and vocabulary review.

Day 2: Academic language, ELL Leveled Reader

Day 3: same as above

Day 4: Comprehension check

Day 5: leveled readers

### **\*Page 65V Unit one:**

Shared reading: Do a shared reading of the story. Ask questions regarding the characters such as; Who is Abdullah? Where does he work? Use the information to fill in the chart. Check students' comprehension and use vocabulary and support words.

After Reading: Remind students to use the vocabulary and story words in their whole group activities.

**Assessment:** comprehension check

**Instructional Timeline: Unit 1 page 65V**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6th

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark: Standard 2:**  
students will read with fluency, comprehension, and purpose in content areas.

**Grade Level Objective: 2.B.6.1** differentiate text information to make predictions, visualize, questions and clarify.

### **Instructional Strategies:**

Think Aloud (Page 84: Unit 1)

Making inferences and analyzing

Teacher Think Aloud: teacher says : “ In the opening of the story it says that the sun is not letting the clouds gather, so there is no rain. I see from the picture that the sun has arms and hands reaching fore the clouds. I can make an inference from this image that the story is not going to be realistic, even though a drought could really happen.”

Make a cause and effect chart

Example:

Cause: there is a drought

Effect: There is a famine, and Rabbit’s family is starving.

**Assessment: cause and effect chart**

**Instructional Timeline: Unit 1 Page 85**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6th

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**Reading/Language Arts Standard/Benchmark:**

**Standard 2:** Students will read with fluency, comprehension, and purpose in content areas.

**Grade Level Objective: 2.D.6.1:** determine context clues to understand words with multiple meanings

**Instructional Strategies:**

Word Meanings: Definitions

- Read aloud groups of words that have multiple meanings. Ask students to copy the words in their word study notebook, adding a spelling word to each group.
- Invite students to select 10 words to illustrate. Have them draw and label their pictures in their word study notebook.

**Extension: If time have students do activity on page T4 for intervention time Dictionary : Multiple Meaning Words.**

**Assessment: word study notebook**

***Instructional Timeline: Unit 1 Page 123H***

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***Grade Level:*** 6<sup>th</sup>

***Teacher:*** Mrs. Burns

***Reading/Language Arts Standard/Benchmark:***

***Standard 2:*** Students will read with fluency, comprehension, and purpose in content areas.

***Grade Level Objective: 2.D.6.2:*** interpret reference materials to determine word meaning.

***Instructional Strategies:***

Using an encyclopedia, students will make vocabulary note cards of unfamiliar words. They will then use context clues and vocabulary games to interpret what these words mean.

Materials needed: index cards, encyclopedias

***Assessment:*** vocabulary game checklist

***Instructional Timeline: unit 1***

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**Grade Level:** 6th

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark:**

**Standard 2:** Students will read with fluency, comprehension, an purpose in content areas.

**Grade Level Objective: 2.E.6.1:** investigate and use a variety of strategies to expand reading vocabulary

**Instructional Strategies:**

**Small Groups:**

Have students say each vocabulary word slowly in order to hear the syllables clearly. Work with students to break the word into syllables. Have the group identify any compound words. Then have students identify, break apart, and define at least three other compound words in Lost City (page 650 unit 1 book)

**Assessment:** Story using vocabulary words

**Instructional Timeline:** unit 1 page 650

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**Grade Level:** 6th

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**Reading/Language Arts Standard/Benchmark:**  
**Standard 2**

**Grade Level Objective: 2.F.6.1:** formulate predictions periodically throughout reading (C, MCGF,T,G)

***Instructional Strategies:***

Using students' reading journals students will journal freely for 15 minutes. During this time, students will make predictions for the story they are reading. Predictions need to be thoughtful and include at least 10 FAT questions regarding the week's novel.

**Assessment:** Reading Journal

**Instructional Timeline:** Unit 1

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6th

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**Reading/Language Arts Standard/Benchmark:**

**Standard 3:** Students will demonstrate knowledge of process, purpose, and format in written work.

**Grade Level Objective: 3.A.6.1:** apply writing as a tool for learning by using descriptive nouns, verbs, adjectives, and adverbs  
(C, MCGF,T,G)

**Instructional Strategies:**

Write a diary entry about a personal experience with nature or a conservation group. You can describe a real experience or one you would like to have. Remember that this writing is about how you feel. Include transition words to show cause and effect. Use the writer's checklist to review your entry. Use descriptive nouns, verbs, adjectives, and adverbs in your diary entry.

**Assessment:** writer's checklist

**Instructional Timeline:** Unit 1: Page 123

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6th

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**Reading/Language Arts Standard/Benchmark:**

**Standard 3:** Students will demonstrate knowledge of process, purpose, and format in written work.

**Grade Level Objective: Benchmark A.** draft, revise, edit, and publish a written composition conveying intended purpose. **3.B. 6.1-3**

**Instructional Strategies:**

Peer editing: Use during the editing part of the writing process. Students will partner up and edit each other's work looking for effective writing skills and will assess, evaluate, and communicate information and ideas during the process. Students will have a peer editing checklist to turn in after they have edited.

**Assessment:** peer editing checklist

**Instructional Timeline:** Unit 1

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6<sup>th</sup>

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark:**

**Standard 4:** Students will use correct grammar, mechanics, spelling, and usage in written work.

**Grade Level Objective: 4.A.6.1:** applies technology to enhance writing (various experiences)  
(T,G)

**Instructional Strategies:**

Students will type personal narratives using the computer lab. Each day students spend in the lab will be designated for editing grammar, mechanics, spelling, and usage. Teacher modeling will be used as well as guided practice using writing prompts.

**Assessment:** personal narratives (rubrics)

**Instructional Timeline:**

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**Teacher:** Mrs. Burns

### **Reading/Language Arts Standard/Benchmark:**

**Standard 4** Students will use correct grammar, mechanics, spelling, and usage in written work.

**Grade Level Objective: 4.B.6.1:** applies technology as a tool to enhance writing (various resources)  
(T,G)

### **Instructional Strategies:**

Written projects displaying comprehension of novel studied in book clubs. Students will work in cooperative groups to write a presentation or projects displaying their understanding of their novel.

**Assessment:** project

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6<sup>th</sup> grade

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark:**

**Standard 5:** Students will consider purpose, audience, and roles in spoken communication

**Grade Level Objective:**

**5A-B all**

**Instructional Strategies:**

Students will present a speech in front of the class regarding their completed free choice book. Students will provide information regarding their favorite parts, where to find the book, a small review and summary of the story line. Students will give each other positive feedback, a constructive criticism and a complement. They will use complete sentences and proper body language.

**Assessment: rubric**

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6th

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark:**

**Standard 6:** Students will use listening skills for interpretation, feedback, and analysis

**Grade Level Objective: 6a-b all**

**Instructional Strategies:**

Partner speeches analyzing AR books. Partners give feedback regarding listening and speaking skills. Students give speeches over their AR books that they read during DEAR time.

**Assessment: rubric**

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6th

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark:**

**Standard 7:** Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

**Grade Level Objective: 7.B.6.1** apply a range of strategies to interpret and analyze visual media, and its effects on society and culture

**Instructional Strategies:**

Students will watch The Miracle Worker after finishing the novel. Students will use a Venn diagram to compare and contrast the novel from the video. Students will also have an opportunity to take digital notes over the viewed media. After comparing the two sources students will share their Venn diagrams and notes with the class.

**Assessment: rubric/graphic organizers**

**Instructional Timeline:**

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6th

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark:**

**Standard 7:** Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

**Grade Level Objectives:**

**7.A.6.1:** examine the differences between literary forms and how they can be represented in visual narratives.

(T)

**Instructional Strategies:**

Day one: Listen to novel from book clubs on tape.

Day two: Write down at least five connections from class to the story.

Day three: Group discussion: Meet with another book club from class and make an oral list of similarities and differences from each novel.

Day four: Make a Venn diagram comparing the two novels.

**Assessment:**

Venn Diagram

**Instructional Timeline:** (four days) September

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**Grade Level:** 6<sup>th</sup> grade

**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark:**

**Standard 7:** Students will use multiple strategies for interpreting, analyzing and applying viewed media.

**Grade Level Objective:**

**7.C.6.1:** will assemble and judge a variety of criteria to evaluate informational media and explain how literary forms can be represented in visual narratives

(T)

**Instructional Strategies:**

Page 63 Informational Text (connect and compare)

Research and Inquiry:

Ask students to work in teams to research one of the topics below:

- The Lost Continent of Atlantis
- Pueblo Grande de Nevada
- The Ruins of Subashi
- The Remains of Herakleion

Have students write questions about what they want to know before they begin their research.

Day two/three: Use the library or online resources to find out what you can about your city's significance. List sources.

**Assessment:** project

**Instructional Timeline:** three days

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6<sup>th</sup> grade

**Teacher:** Mrs. Burns

***Reading/Language Arts Standard/Benchmark:***

**Standard 1:** Students will use multiple strategies to read a variety of texts.

***Grade Level Objective:***

**1.B.6.1:** examine setting, characters, problem, important events, outcomes, and theme in a story.

***Instructional Strategies:***

Students will read a story and use a character map to make inferences and interpret the setting, characters, problem, important events, outcomes, and them in a story.

Example activity: page 58 Unit 1: Make a Character, Setting, and Plot chart.

Activity can be used with any text.

***Assessment:*** Character, Setting, and Plot chart

***Instructional Timeline:***

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**Reading/Language Arts Standard/Benchmark:**

**Standard 1:** Students will use multiple strategies to read a variety of texts.

**Grade Level Objective:**

**1.C.6.1:** question and write inferences and predicting to determine author's purpose. **1:D.6.1:** Identify the main idea and supporting details of a passage.

**Instructional Strategies:**

**Guided Reading:**

Day one: make inferences about the author's purpose in the story. Use reading tools to help with word meaning.

Day two: Identify the main idea of the book and list at least 5 supporting details from each passage.

Day three: Share reading journals: Journals should include the main idea and supporting details from day two.

**Assessment:** reading journal

**Instructional Timeline:** three days

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**Reading/Language Arts Standard/Benchmark:**

**Standard 1:** Students will use multiple strategies to read a variety of texts.

**Benchmark E:** Scan and survey to get meaning from text.

**Grade Level Objective: 1.E.6.1:** develop the skill of skimming and scanning passages.

**Instructional Strategies:**

\*As students are reading their assigned novel/story, assign a story chart to determine the main idea and supporting details. Have them skim passages for the main idea and details of each.

First: Have student discuss parts of the story that are unnecessary.

Second: Complete the story chart, listing the supporting details and then the overall main idea.

Third: Students will compare their charts with a partner/ book club member, by reading the supporting details first and then explaining the main idea. Students will check for understanding by making sure partners list important details. Students will re-visit their assigned story to ensure understanding.

**Assessment:** observation, story chart

**Instructional Timeline:** Periodically, as needed

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**Reading/Language Arts Standard/Benchmark:**

**Standard 1:** Students will use multiple strategies to read a variety of texts.

**Grade Level Objective:**

**1.F.6.1:** interpret schema through discussions in correlation with background knowledge.

**Instructional Strategies:**

As students are reading their assigned novel/story, use the comprehension strategies (keys) to practice how schema (background knowledge and connections) affect their understanding of what they are reading. (“Mosaic of Thought”) as a guide).

First: Journal connections to the story.

Second: Using a KWL chart, have students list what they already know. Discuss together explaining how everyone’s schema is different, effecting individual understanding of a story.

Third: Students sill list their schema in their reading journal as needed to help with understanding.

**Assessment:** Observation, journal

**Instructional Timeline:** Periodically, as needed

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**Teacher:** Mrs. Burns

**Reading/Language Arts Standard/Benchmark:**

**Standard 1:** Students will use multiple strategies to read a variety of texts.

**Grade Level Objective:**

**1.G.6.1:** apply reading strategies to identify author's purpose and point of view

(C, MCGF, T,G)

**Instructional Strategies:**

\*As students are reading their assigned novel/story, use the comprehension strategies (keys) to identify the author's purpose and point of view. ("Mosaic of Thought" as a guide).

Journal: have students list why they think the author wrote the piece and what they think the author was trying to get across through the selection. Share journal entries with their neighbor and discuss.

**Assessment:** observation, journal

**Instructional Timeline:** Periodically, as needed

**MStM Reading/Language Arts Curriculum Lesson Plan Template**

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**Reading/Language Arts Standard/Benchmark:**

**Standard 4:** Students will use correct grammar, mechanics, spelling, and usage in written work.

**Grade Level Objective:**

**4.A.6.1:** applies technology as a tool to enhance writing (various resources).

(T,G)

**Instructional Strategies:**

Topic: Sentence Types and Fragments (page 391)

Technology used: overhead projector (use grammar transparency 1 for modeling and guided practice)

Introduce a sentence as a group of words that express a complete thought.

Write on the board the word *weekend*. Co-construct sentences for each of the four sentence types using the word weekend in each one. Then have students choose another word and repeat the activity in pairs. Next, have students write sentences using each of the four types of sentences; declarative, imperative, interrogative, and exclamatory.

**Assessment:** written sentences

**Instructional Timeline:**

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**Reading/Language Arts Standard/Benchmark:**

**Standard 4:** Students will use correct grammar, mechanics, spelling, and usage in written work.

*Grade Level Objective:*

**4.B.6.1:** Continue use of knowledge of the correct use of English conventions to his/her writing (spelling, punctuation, grammar, usage, syntax, and style appropriate to genre and writing situations.)

**Instructional Strategies:**

**D.O.L.** – Daily Oral language is done weekly.

Students correct sentences and play games in cooperative groups that involve constructing correct sentences. Journaling with the correct sentences adds practice to writing the sentences with the correct spelling, usage, grammar, punctuation, syntax, and style.

**Assessment:** D.O.L.

**Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

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### **Reading/Language Arts Standard/Benchmark:**

**Standard 8:** Students will consider purpose, ethical concerns, and evaluative processes in research activities.

### **Grade Level Objective:**

**8.A.6.1:** create a list of topics of interest to write about  
(C, MCGF, T, G)

### **Instructional Strategies:**

Using a graphic organizer, students will brainstorm ideas for a writing topic. Students can use the ideas from their brainstorming organizer to generate ideas for the pre-writing process. Topics for writing can be related to interest, subject, or genre.

**Assessment:** graphic organizer

### **Instructional Timeline:**

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

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### **Reading/Language Arts Standard/Benchmark:**

**Standard 8:** Students will consider purpose, ethical concerns, and evaluative processes in research activities.

### **Grade Level Objective:**

**8.B.6.1:** habituate the use of a variety of reference materials as an aid in writing (dictionary, thesaurus, encyclopedia, technology)  
(T)

### **Instructional Strategies:**

Author research: students will be assigned an author to research on the internet. Students will be asked to use a variety of references to locate facts about their author. Students must use 5 sources and practice citing them.

**Assessment:** rubric

**Instructional Timeline:**

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### **Reading/Language Arts Standard/Benchmark:**

Standard 8: Students will consider purpose, ethical concerns, and evaluative processes in research activities.

### **Grade Level Objective:**

8.C.6.1: continue organizing information that reports on a given topic using note taking strategies (i.e., SQ3R)  
(C,T,G)

### **Instructional Strategies:**

Using SQ3R, take notes over the story reviewing important details and questions you may have. Pair up with a partner after reading and using SQ3R note taking. Have peer partner answer the questions over the reading and compare notes. Highlight important details and points from the reading.

**Assessment:** rubric

**Instructional Timeline:** Periodically, as needed

## **MStM Reading/Language Arts Curriculum Lesson Plan Template**

**Grade Level:** 6<sup>th</sup> grade

**Teacher:** Mrs. Burns

### **Reading/Language Arts Standard/Benchmark:**

**Standard 5:** Students will consider purpose, audience, and roles in spoken communication

### **Grade Level Objective:**

**5.B.6.4:** respond appropriately to oral communication (C, MCGF, T,G)

### **Instructional Strategies:**

Students will role play as a group the pillars of character for Character Counts. After role playing, students will receive feedback from their peers. Students will be graded using a rubric that assesses their body language, oral communication, pitch, phrasing, and modulation.

**Assessment:** rubric

**Instructional Timeline:**