

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

**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark A: Use technique of clear and appropriate communication.*

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

## **Grade Level Objective:**

*5A1. Produces a coherent message.*

*5A2. Participates in a variety of communication situations.*

*5A3. Participates appropriately in one-on-one situations and group settings.*

*5A5. Recognizes the role of response in oral communication.*

*5A6. Recognizes the role of evaluation in oral communication.*

*6A1. Listens for information and understanding.*

*6A2. Listens for interpretation, analysis, and evaluation.*

## **Instructional Strategies:**

*Using the modeling strategy, I will demonstrate how students will participate in Hot Seat discussion regarding a class book we read like The Giver or Soul Surfer. Fifteen minutes per session are set aside for the Hot Seat discussion in which one student is in the center of the room on a stool and is asked a variety of questions by the other students in the class about the book: What? When? Where? How?, Why?, Who? What do you think? What if?*

*The Hot Seat student has the opportunity to be asked three questions for three total points. The audience members have an unlimited opportunity to ask legitimate questions of those in the Hot Seat for points within the 15-minute time span. No questions may be repeated. Students in the audience may respond to the feedback of the Hot Seat guest. Large group discussion often results from questions asked.*

## **Assessment:**

*Assessment tools will include participation points and teacher observation.*

## **Instructional Timeline:**

*During class book units (October, December)*

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

**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark A: Demonstrate understanding of varied formats in writing styles.*

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

*Benchmark A: Employ active viewing strategies such as decoding, predicting, visualizing, connecting, questioning, clarifying, and evaluating while viewing media.*

## **Grade Level Objective:**

*3A1. Uses knowledge of purpose, audience, format, and medium in developing written communication.*

*3A2. Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences.*

*3A3. Uses writing as a tool for learning.*

*7A2. Uses range of strategies to interpret visual media.*

## **Instructional Strategies:**

*Through lecture and Think-Aloud, I will communicate the purpose of and demonstrate Marzano's strategy for summarizing a short work of nonfiction and fiction ( and a movie on a subsequent day) into a cohesive, well-written one-paragraph summary in order to prepare the students for their theme-based research project called an anthology. (Each paragraph included in their anthology will show a solid connection to theme.) With guided practice, students will develop a Marzano paragraph for formative assessment using my theme. Then students will practice the concept independently with a source from their own project.*

## **Assessment:**

*Prior to this lesson, students were pre-tested on their summary writing abilities. After guided practice, students and I develop a rubric for a well-written Marzano summary. The rubric is used as a mid- and post-test.*

## **Instructional Timeline:**

*March-April*

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

**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark A: Employ active reading strategies such as decoding, predicting, visualizing, connecting, questioning, clarifying, and evaluating.*

**Grade Level Objective:**

*Independently reads a significant number of books and text each year, both fiction and nonfiction.*

**Instructional Strategies:**

*Students will be shown all seven of Mosaic's reading strategies, which I have turned into reference cards with visual symbols. Each strategy is reviewed from previous year's instruction. I will read aloud a short piece of fiction and we will apply the strategies as we go, using guided practice.*

*The next day, students will be asked to apply the strategies independently as I read aloud a piece of fiction, possibly a continuation from the previous day's reading. An incentive to take risks and use the strategies in front of their peers is a reward (candy, gum, bookmarks, pencils) that I have taped to the reference card (many rewards on each card). When they are actively thinking about a strategy and can apply it something I just read, they are to raise their hand, explain, restate the strategy, and select a reward on the card.*

**Assessment:**

*Teacher observation is the assessment tool. I try to call on those who are reluctant to volunteer strategy use so I can hear from all students. A Fist-to-Five formative assessment is also a good assessment tool for this first lesson.*

**Instructional Timeline:**

*Taught within the first two weeks of the start of school and reinforced throughout the first semester.*

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**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark B: Apply the characteristics of literacy genre in order to understand a variety of texts.*

**Grade Level Objective:**

*Uses a variety of strategies and skills to comprehend nonfiction and informational texts.*

**Instructional Strategies:**

*I model through a Think-Aloud/Read-Aloud strategy just how a reader looks at headings, sub headings, bolded vocabulary words, graphs, and charts when reading an informational text and then moves on to read the content. Through lecture and large group discussion, I explain the different formats and purposes of nonfiction: textbook, article, memoir, autobiography, biography, informational text, Web site, manual, etc. I lead students in guided practice of an article from an informational text.*

**Assessment:**

*The assessment tools are formative: Fist-to-Five and teacher observation.*

**Instructional Timeline:**

*September-October*

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

**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark A: Employ active reading strategies for comprehension.*

**Grade Level Objective:**

*Uses a variety of strategies to develop and expand reading vocabulary.*

**Instructional Strategies:**

*I demonstrate how a Frayer Model is used to help one learn a vocabulary word by connecting to the examples and non-examples on the form. I model the step-by-step process on the chalkboard by completing a Frayer Model with one of our current vocabulary terms. The second round on the chalkboard is for guided practice. I then hand out a paper version of the Frayer Model for the students to use in a TTYP situation and a second copy for independent practice with two of our current vocabulary terms.*

**Assessment:**

*The assessment tools are formative: Fist-to-Five, teacher observation, checking the independent practice sheet for understanding.*

**Instructional Timeline:**

*September-October*

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

**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark A, B: Employ active reading strategies for comprehension and employ active reading strategies for fluency.*

**Grade Level Objective:**

*Reads with fluency silently and aloud to support comprehension.*

**Instructional Strategies:**

*In the Literature Circle group, each student will participate in popcorn reading aloud so all group members can hear the reader. During the session, I will observe and apply the comprehension strategies of Mosaic and those defined in the Title I Handbook such as well-placed questions, offering positive encouragement, and figuring out words in context. At the end of the reading session, the group will summarize the content that was read aloud and each student will record the summary in his or her own words on a form.*

**Assessment:**

*Prior to this lesson, each student was pre-tested in fluency in an individual session. This lesson assessment will be teacher observation as I work toward a mid-test session with student in November. Another assessment will be the summary form.*

**Instructional Timeline:**

*September-October*

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

**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark C: Identify author's views or purposes.*

**Grade Level Objective:**

*Reads for a variety of purposes and across content areas.*

**Instructional Strategies:**

*Using a format of nonfiction like an article in a conservation magazine, I will review the previous lesson on the variety of nonfiction formats. Using the Think-Aloud strategy and large group discussion, the students and I will determine the purpose of reading this article, look at bolded words, headings, charts, and so forth, and then read the content. At the conclusion, we will discuss the author's views.*

**Assessment:**

*Assessment for this lesson, once I have gone through various nonfiction formats, will be a quiz. I will also use ITBS results in the spring.*

**Instructional Timeline:**

*September-December*

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

**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark A: Demonstrate understanding of varied formats in writing styles.*

**Grade Level Objective:**

*Is able to write on demand.*

**Instructional Strategies:**

*Through modeling, I will demonstrate how to reword a question on a literary worksheet or quiz as an answer so students are writing in complete sentences. Directions on such worksheet or quiz will say to “Answer by restating part of the question.” A printed example will be on worksheet or quiz.*

**Assessment:**

*The assessment tool will be a worksheet or quiz.*

**Instructional Timeline:**

*September and ongoing*

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**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark A: Demonstrate understanding of varied formats in writing styles.*

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

*Benchmark B: Synthesizes information gathered from research.*

## **Grade Level Objective:**

*3A4. Engages in the information literacy process: accesses, evaluates, and communicates information and ideas.*

*3A5. Incorporates technology as a tool to enhance learning.*

*8B1. Evaluates information for its authority, objectivity, quality, coverage, currency, and relevance.*

## **Instructional Strategies:**

*Through supervised computer lab time, students will be allowed to access chosen items from their theme-based project catalog such as a nonfiction Internet Web site article, a movie review, a poem, or a song over the course of several weeks. In a teacher-student conference in the lab or back in the classroom, the relevancy and suitability of each source is evaluated before students are allowed to write a Marzano summary over it.*

## **Assessment:**

*The assessment tools used for the lessons include formative Fist-to-Five and teacher observation. Other assessments include teacher-student conference checklist and the Marzano summary rubric.*

## **Instructional Timeline:**

*March-April*

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

**Grade Level: 8**

*Teacher: Amy Sowder*

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

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

*Benchmark B: Use prewriting and editing strategies to develop multi-paragraph compositions.*

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

*Benchmark A: Apply the conventions of grammar and usage, mechanics, and spelling in written communication.*

## **Grade Level Objective:**

*3B1. Uses an effective writing process.*

*3B3. Incorporates technology as a tool to enhance learning.*

*4A1. Adheres to conventions generally established in spelling, punctuation, usage, syntax, and style.*

## **Instructional Strategies:**

*Through lecture and Think-Aloud, I will communicate the purpose of and demonstrate Marzano's strategy for summarizing a short work of nonfiction and fiction ( and a movie on a subsequent day) into a cohesive, well-written one-paragraph summary in order to prepare the students for their theme-based research project called an anthology. (Each paragraph included in their anthology will show a solid connection to theme.) With guided practice, students will develop a Marzano paragraph for formative assessment using my theme. Then students will practice the concept independently with a source from their own project.*

## **Assessment:**

*The assessment tools will include multiple drafts of each summary with evidence of revisions through teacher observation, peer editing checklist, and mid-test rubric. Rubric includes a category regarding generally established conventions of grammar, spelling, and punctuation.*

## **Instructional Timeline:**

*March-April*

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**Grade Level Objective:**

*Is able to write on demand.*

**Instructional Strategies:**

*Through modeling, I will demonstrate how to reword a question on a literary worksheet or quiz as an answer so students are writing in complete sentences. Directions on such worksheet or quiz will say to “Answer by restating part of the question.” A printed example will be on worksheet or quiz.*

**Assessment:**

*The assessment tool will be a worksheet or quiz.*

**Instructional Timeline:**

*September and ongoing*