6th Grade WIN Lessons

📄 Gr 6 Buckle Down/OSTP Practice

The Monroe Way

The Monroe Way - *Test Taking Strategy*	Monroe Annotation Strategy – *Text Analysis Strategy*

1. Preview the question:
   a. *Ask yourself: "As I read, what does the question tell me I should be looking for"?*
2. Go back to the text. Read text (partner read out loud) and use **Monroe Annotation Strategy** while reading:
   a. Circle words you don't know.
   b. Underline details that connect to the question.
3. Cross out the *obviously* incorrect answer choices (the outliers).
4. When you have the answer, explain how you know:
   a. Go back to text
   b. Find evidence in the text.
   c. Use evidence to write your explanation of how you know under the question:
     i. *"I know this because… in the text it says…"*
5. *Discuss & Talk through the answers.*
	Everytime you read a text, annotate the text with this key:
	
	● Circle any unknown words or key vocabulary.
	
	● Underline important details that connect to the question you are answering.
	
	After finding the correct answer, explain **How You Know** using textual evidence:
	
	1. Go back to text.
	2. Find evidence in the text.
	3. Use evidence to write your explanation of how you know under the question:
	   a. *"I know this because… in the text it says…"*

L01 – Week: March 03

Standard	Skill(s) + Buckle Down Materials
6.3.R.7: Analyze how informational text structures (compare/contrast, cause/effect, problem/solution, description, sequential) support the author's purpose.	Read the tips and answer the questions on pages 116-120 as a whole class. Read and annotate the text on pages 121-122 and answer the questions on 122-123. Focus on **explaining your answers** and supporting them with textual evidence. Use the additional text and questions on pages 124-1275 for a quick practice of testing conditions.

Monroe Lesson Plan

1. **Go to BD pg. 116:**
   a. <u>Set purpose of today</u>: *"Today, we're going to practice figuring out how different ways of organizing information in a text—like comparing things, showing causes and effects, solving problems, describing something, or putting events in order—help the author share their main idea or message: which is called the Author's Purpose. First, we will start with reading about these different ways to organize information."*
   b. Read **Tip 8** about **Chronological Order**.
   c. Complete Question 11:
      i. Use <u>The Monroe Way test taking strategy</u>: First, preview question 11; Second, student reads example paragraph on Chronological Order out loud to group (students annotating as they read).
      ii. Discuss & Talk about answers.

Students now partner up and follow same steps for Tips 9-11:
2. Go to **BD pg. 117** – *Students now partner up and follow same steps for Tips 9-11:*
   a. READ and Annotate **Tip 9: Cause & Effect.**
   b. Use <u>The Monroe Way test taking strategy</u> to PREVIEW and complete **questions 12-14.**
3. Go to BD **pg. 118-119**:
   a. Read and Annotate **Tip 10: Compare and Contrast.**
   b. Use <u>The Monroe Way test taking strategy</u> to PREVIEW and complete **questions 15-16.**
4. Go to **BD pg. 120:**

a. Read and Annotate **Tip 11:**
  i. Use The Monroe Way test taking strategy to PREVIEW and complete **questions 17-19.**

Whole Group – Discuss answers to Questions in Tips 9-11

5. Go back to **BD pg. 117 (Tip 9):**
  a. Talk & Discuss student's answers to:
    i. Question 13
    ii. Question 14
6. Go back to **BD pg. 119 (Tip 10):**
  a. Talk & Discuss student's answers to:
    i. Question 16
7. Go back to **BD pg. 120 (Tip 11):**
  a. Talk & Discuss student's answers to:
    i. Question 17
    ii. Question 18

INDEPENDENT – Students work Solo:

8. **Go to BD pg. 121-122:**
  a. Students INDEPENDENTLY Read the text "Women of the Revolution"
  b. **Students** follow The Monroe Way test taking strategy to read and answer **questions 1-4** on pages **121-123.**
  c. After, Discuss & Talk through student's answers as a group to **questions 1 & 3 only.**

BONUS – Time permitting:
9. **Go to BD pg. 124-125:**
  a. Students INDEPENDENTLY Read & Answer **questions 1-8** on pages **125-126.**
  b. Make sure students follow The Monroe Way test taking strategy by first previewing the questions BEFORE reading the text.
  c. After, Discuss & Talk through student's answers as a group to **questions 1-4 only**

L02 – Week: March 10	
Standard	**Skill(s) + Buckle Down Materials**
6.3.R.5: Identify literary elements and devices that impact a text's theme.	`Read "Tip 15" on page 49. Read and annotate the text on pages 50-51 as a whole class or in small groups. Then practice the standard by answering the questions on pages 52-54.
Monroe Lesson Plan	

1. Go to BD 49:
    a. Set purpose of today: "We are practicing describing the THEME of a story, which is the message or lesson of a story.
    b. We will also find the details to help us understand the MAIN IDEA, which is the most important idea the text is trying to tell us.
    c. READ Tip 15. Annotate details that describe the story's THEME.
2. Go to BD pg. 50-51:
    a. Take turns reading "Mountain Mystery" out loud. As we read, use Monroe Annotation Strategy ➜ looking for details that connect to the Main Idea and THEME.
3. Go to BD pg. 52-54:
    a. Answer questions 1-8 (one question at a time) using The Monroe Way test taking strategy.
    b. *MODEL The Monroe Way for question 1; then have students do questions 2-8 in partner pairs.
4. With 8 min left, Discuss & Talk through each question as a group:
    a. Have a student share their How You Know explanations when Discussing each question.

L03 – Week: March 24	
Standard	**Skill(s) + Buckle Down Materials**
6.4.R.4: Use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	Read pages 17-19. Practice the standard but completing the charts on pages 19-21.

Monroe Lesson Plan

🗣️ Set Purpose: "*Today, we're practicing how to use dictionaries, glossaries, and thesauruses to determine the meanings of words and break them down into their parts. This will help us quickly understand difficult words on the OSTP test.*"

Introduction – Quick Review of Dictionary & Glossary (Teacher-Led) (2 min)
1. **Scripted Teacher Explanation:** *"Before we dive in, let's quickly review what a dictionary and a glossary do. A <u>dictionary</u> gives you definitions, pronunciations, and parts of speech for words. A <u>glossary</u> is like a dictionary, but it's only for words related to a specific subject—like a science glossary in your textbook." "*
2. *Now, we're going to focus on a <u>thesaurus</u>. As we read about it, I want you to underline details in the text that help you understand <u>how a thesaurus is different from a dictionary.</u>"*

Guided Reading & Annotation – Tip 13 (Page 18) (3 min)
1. **Student Reads Aloud** the paragraph on **Thesaurus** (Tip 13).
2. **Students Annotate:**
   - **Underline** details that show the difference between a **dictionary and a thesaurus**.
   - **Circle** any words they don't know.

Guided Practice – Answering Questions 15-17 (5 min)
1. **Teacher Calls on a Student** to read **Question 15** aloud.
2. **Calls on another Student** to answer and explains how they know using the text.

3. **Question 15**: *"How do you know that a glossary is the best source for this?"*
   - ○ **ASR:** "A glossary is best because the question says the word 'microbe' is found in a science textbook. The text says glossaries are for words related to a subject, like math or science."

Repeat for Questions 16 & 17, calling on different students to read and answer:
4. **Question 16:** *"Where would be the best place to look for a word that has the same meaning as 'cooperation'?"*
   - ○ **ASR:** "A thesaurus, because it helps you find synonyms, or words with similar meanings. The text says a thesaurus is where you look for words that mean the same as another word."
5. **Question 17:** *"What resource would help you find out how to pronounce virtuoso?"*
   - ○ **ASR:** "A dictionary, because it gives definitions and pronunciations. The text says a dictionary provides pronunciations of words."

Guided Practice – Word Parts (10 min)

📖 **Root Words (Page 19)**
1. Teacher Explanation:"Many words in English are made up of smaller parts. One of those parts is the root word, which is the base of a word's meaning. Knowing root words can help us understand unfamiliar words on the OSTP test. Let's look at some examples together."

📖 **Tip 14 - Root Words (pg. 19):**

1. Read "Word Parts" and read Tip 14: Roots
Skip to bio (life) ➜ biography:
2. Teacher Models: "*Let's take 'biography.' The root 'bio' means <u>life</u>. If I see an unfamiliar word that starts with 'bio-,' I know it probably has something to do with life.*
3. **Teacher**: "*What do you think 'biography' means?*"
   - a. **ASR**: "A biography is a book that is written about someone's life"
4. **Teacher**: "*Underline the root word in Biology*"
   - a. Students underline "Bio"
5. **Teacher**: "*-'graphy' is the suffix, which we will learn next - graphy has to do with writing*"

📖 **Tip 15: Prefixes (Page 20):**

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6. Teacher Explanation:"A prefix is a small part we add to the beginning of a word that changes its meaning. Let's explore some prefixes."
7. Focus Prefixes:
    a. pre- (before) ➜ preview
    b. mis- (wrongly) ➜ misinterpret
    c. dis- (opposite of) ➜ disconnect
8. Teacher Models: *"Look at the word 'preview.' The prefix 'pre-' means before, and 'view' means to see. So 'preview' means to see something before it happens, like watching a movie trailer before the full movie."*
9. ***Ask***: "Now, let's look at 'misinterpret.' If 'interpret' means to understand something, what do you think 'misinterpret' means?"
    a. **ASR**: "It means to understand something the wrong way because 'mis-' means wrong."

📖 **Suffixes (Page 21):**

- **Teacher Explanation:** *"A **suffix** is a word part added to the end of a word that changes its meaning. Knowing suffixes can help us figure out tricky words."*
- **Focus Suffixes:**
    ○ **-able** (can be) ➜ workable
    ○ **-less** (without) ➜ hopeless
    ○ **-ment** (state of) ➜ excitement
- **Teacher Models:** *"Let's take 'hopeless.' The root word is 'hope,' and the suffix '-less' means 'without.' So if someone is hopeless, what does that mean?"*
    ○ **Call on a student to answer.**
        ■ **ASR:** "It means they are without hope."

Partner/Independent Practice – Applying to Context (15 min)

📖 **Go to Page 22 – Practice Activity 2**

Teacher Models Question 1 Using The Monroe Way:

1. **Read the question FIRST** – *"Let's start by reading question 1 together: 'Sarah was so impolite that she didn't even apologize*

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when she showed up two hours late.' What does impolite mean?"
   a. **Predict What to Look For** – *"We need to figure out what 'impolite' means. Look at the word—do you see any prefixes or root words?"*
2. **Read the Sentence Carefully** – *"The sentence tells us that Sarah didn't apologize and was late. That's not very polite."*
3. **Eliminate Incorrect Answers** – *"Let's go through the choices. Does 'more than polite' make sense?" (No.) "Does 'sorry' make sense?" (No.) "Does 'not polite' make sense?" (Yes.)*
4. **Justify the Answer** – *"I know this because the prefix 'im-' means 'not,' and polite means having good manners. In the text, Sarah didn't apologize, so she wasn't polite."*

Students Partner Read or Silent Solo (Questions 2-6):

5. Students now work in **partners or independently** to complete questions 2-6 using **The Monroe Way.**
6. Make sure students follow the [Monroe Way](#) to (**eliminate wrong answers** and **write how they know** using textual evidence).

📖 **Teacher Reviews Questions 2-6 Whole Class**

1. **Teacher Calls on a Student** for each question.
2. **Student Reads the Question and Their Answer Aloud**.
3. **Student Explains Using The Monroe Way:**
   a. *"First, I read the question and predicted what to look for."*
   b. *"Next, I read the sentence carefully and looked for prefixes, suffixes, or context clues."*
   c. *"Then, I eliminated wrong answers. I crossed out (incorrect choices) because they didn't match the sentence meaning."*
   d. *"Finally, I justified my answer by writing: 'I know this because... in the text it says...'*

L04 – Week: March 31	
Standard	**Skill(s) + Buckle Down Materials**
6.3.W.2: Compose informative essays or reports that objectively introduce and develop topics, incorporate evidence, maintain an organized structure, use sentence variety and word choice to create clarity, and emulate literary devices from mentor texts.	First, read "Many Writers, Many Reasons for Writing" on the bottom of page 109. Then, Read and annotate the informational essay "Why I like Living in a Small Town," on page 107. Annotate details to help answer: What are the qualities that make this piece informative instead of narrative or argumentative? Read Tips 1-3 and answer questions 1-7 (pgs. 107-109). Option 1: Read Tip 5 and answer question 9 on page 111. Then, complete questions 1-4 on page 112.

Monroe Lesson Plan

Whole Group – Understanding Informative Writing (10 min)

Step 1: Read & Discuss "Many Writers, Many Reasons for Writing" (Page 109)

1. **Teacher Script:** *"Before we dive into our main passage, let's quickly explore why authors write. Writers have different purposes, such as informing, persuading, or entertaining. Informative writing gives facts and details without opinions—it helps us understand something clearly."*
2. **Whole-Class Read-Aloud:**
   a. Call on students to read **each writing purpose** (inform, influence, entertain, describe, express).
   b. **Teacher Think-Aloud:** Model how each purpose differs (e.g., "Writing to entertain makes the reader laugh, but writing to inform provides facts without opinion").

Step 2: Introduce the Informational Text (Page 107)

3. **Teacher Script:** *"Now, we're going to read an informational text called 'Why I Like Living in a Small Town.' While reading, I*

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want you to underline details that show why this piece is informative rather than narrative or argumentative."

Guided Practice – Annotating for Informative Features (10 min)

📖 **Read & Annotate "Why I Like Living in a Small Town" (Page 107)**

1. **Students Partner Read & Annotate**:
   a. **Underline facts and details** that make the writing informative.
   b. **Circle any words or phrases** that describe rather than argue or narrate.
2. *Teacher Models First Paragraph:* "
   a. *Let's look at the first paragraph together. The author starts with personal experience but gives factual details, like '3,000 people' and 'no malls.'*
   b. *These details help us understand the town without the author trying to convince us to move there—that's why this is informative writing."*

Partner Practice – Identifying Informative Qualities (15 min)

📖 **Read Tips 1-3 & Answer Questions 1-7 (Pages 107-109)**

1. **Students Work in Pairs:**
   a. Read **Tips 1-3** (finding main idea, author's purpose, and evaluating evidence).
   b. Answer **questions 1-7** using **The Monroe Way**.
2. **Teacher Checks In:** Listen to student discussions, ensuring students use **textual evidence** to support their answers.

Independent Practice (Optional – 10 min)

📖 **Read Tip 5 & Answer Question 9 (Page 111)**

1. Students identify **two pieces of evidence** supporting the author's opinion in "Why I Like Living in a Small Town."

📖 **Complete Questions 1-4 (Page 112)**

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2. Students apply **The Monroe Way** to evaluate the strength of evidence and claims in a student-written book report.

Closing Discussion – Recap Key Learning (5 min)

🗣️ **Teacher-Led Discussion:**

1. *Q: "What makes a piece of writing informative rather than argumentative or narrative?"*
    ○ **ASR:** "It gives facts and details without opinions or persuading the reader."
2. *Q: "Why does the author of 'Why I Like Living in a Small Town' focus on specific details instead of personal opinions?"*
    ○ **ASR:** "To inform the reader about life in a small town without trying to convince them to move there."
3. *Q: "How can we use what we learned today in our own writing?"*
    ○ **ASR:** "We can include clear facts, organize our ideas logically, and avoid personal opinions."

✅ **Key Takeaways:**

● **Informative writing** presents **facts & details** without **opinions**.
● **Annotating helps identify** what makes a passage **informative** vs. **narrative/argumentative**.
● **Using The Monroe Way** ensures **strong answers with textual evidence**

L05 – Week: April 07	
Standard	**Skill(s) + Buckle Down Materials**
6.2.R.2: Analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	**Fiction-** Use pages **55-70** for reading and discussion, either as a whole class or in small groups. Focus on **explaining your answers** and supporting them with textual evidence. **Poetry-** Use pages **86-92** for reading and discussion, either as a whole class or in small groups. Focus on **explaining your answers** and supporting them with textual evidence. Use the additional text and questions on pages **71-75** and **93-95** for a quick practice of testing conditions.
Monroe Lesson Plan	

Day 1: Fiction Analysis
Objective: Students will analyze a fiction passage to identify key elements of narrative structure, point of view, and theme.
Materials:
- *Rip Van Winkle* excerpt (Pages 56-66)
- *The Panther and the Heron* (Pages 71-73)
- Discussion questions (from workbook pages)
- Graphic organizer for narrative elements

Opening (5 min)
1. Teacher introduces the focus: distinguishing fiction from poetry using narrative structure, character development, and theme.
2. Quick warm-up: Ask, *"What makes a story engaging?"*
   - **ASR:** Engaging characters, interesting conflict, strong setting, clear theme.

Whole Group Reading & Annotation (15 min)
1. Read *Rip Van Winkle* (pages 56-58) aloud, stopping for comprehension checks.
2. Teacher models annotation using **The Monroe Way**:
   a. Identify character development moments.
   b. Underline key events in the plot.
   c. Mark figurative language that builds theme.
3. Guide students in completing the character web on pg. 58, prompting them to provide textual evidence.

Guided Discussion (15 min)
1. Students complete questions 2-3 (pg. 58) with partners using the <u>Monroe Way</u>.
2. Teacher cold calls for answers, prompting students to justify with evidence.
    ○ Example: *"What is one reason the villagers are surprised by Rip?"*
        ■ **ASR:** *His grizzled beard is over a foot long (D).*
    ○ Follow-up: *"How does Rip feel about what he sees?"*
        ■ **ASR:** *Puzzled (C), because everything in the town has changed.*

Comparing Fiction Texts (20 min)
1. Read *The Panther and the Heron* (pgs. 71-72) in pairs.
2. Pairs complete a graphic organizer comparing **Rip Van Winkle** and **The Panther and the Heron**:
    a. Conflict type
    b. Resolution
    c. Theme
    d. Point of view (pg. 63, Tip 6)
3. Discuss: *How do both texts use irony?* (pg. 61, question 13)
    a. **ASR:** *Rip Van Winkle's confusion is an example of situational irony—he thought everything would be the same, but the world changed drastically.*

Closing (5 min)
● Teacher reinforces key takeaways:
    ○ *"Fiction tells a story through characters and conflict, with themes revealed through how characters change."*
● Exit ticket – **Page 62, Question 14**: *"How do you predict Rip's problem will be resolved?"*

L06 – Week: April 14	
Standard	**Skill(s) + Buckle Down Materials**
6.2.R.2: Analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	**Fiction-** Use pages **55-70** for reading and discussion, either as a whole class or in small groups. Focus on **explaining your answers** and supporting them with textual evidence. **Poetry-** Use pages **86-92** for reading and discussion, either as a whole class or in small groups. Focus on **explaining your answers** and supporting them with textual evidence. Use the additional text and questions on pages **71-75** and **93-95** for a quick practice of testing conditions.
Monroe Lesson Plan	

Day 2: Poetry Analysis
Objective: Students will analyze poetry to understand structure, sound devices, and figurative language.
Materials:
- *Autumn Dreams* (pg. 87)
- *Sounds* (pg. 93)
- Discussion questions (pgs. 88-94)
- Rhyme scheme and figurative language anchor charts

Opening (5 min)
1. Quick warm-up: *"How is poetry different from fiction?"*
   - **ASR:** Shorter, uses stanzas, focuses on sound, figurative language.
2. Introduce *Autumn Dreams* (pg. 87) as today's focus.

Whole Group Reading & Annotation (15 min)
1. Read *Autumn Dreams* aloud twice (once teacher, once students chorally).
2. Teacher models annotation using **The Monroe Way**:
   a. Identify imagery (underline vivid descriptions).
   b. Circle figurative language (similes, metaphors, personification).
   c. Mark the rhyme scheme (use letters: ABAB, etc.).

L06 – Week: April 14

Guided Practice: Poetic Elements (15 min)
1. Students answer:
    a. What is the poem's main idea? (pg. 86, Tip 1)
    b. How does the poet use comparisons? (pg. 88, Tip 2)
    c. Identify sound devices (pg. 89, Tip 3)
    d. Rhyme scheme analysis (pg. 90, Tip 4)
2. Teacher cold calls and prompts students to respond using the Monroe Way.

Independent Practice: Comparing Poems (15 min)
1. Read *Sounds* (pg. 93) independently.
2. Answer multiple-choice questions (pg. 94-95) using the Monroe Way.
3. Discuss: Compare themes of *Autumn Dreams* vs. *Sounds*.
    a. **ASR:** *Both poems use sound imagery, but Autumn Dreams focuses on nature, while Sounds highlights the music in everyday life.*

Closing (5 min)
- Teacher recaps: *"Poetry creates meaning through sound, structure, and figurative language. Recognizing these elements helps us understand deeper meanings."*

L08 – Week: March 24	
Standard	**Skill(s) + Buckle Down Materials**
Monroe Lesson Plan	

L09 – Week: March 24	
Standard	**Skill(s) + Buckle Down Materials**
Monroe Lesson Plan	

L10 – Week: March 31	
Standard	**Skill(s) + Buckle Down Materials**
Monroe Lesson Plan	