

# MELD Alignment to CA Treasures

## Grade: 6th

### Selection: The Mysterious Limousine

### Unit 1 Day 1

	<b>Reading Language Arts (RLA)</b> (Differentiation to provide access to CORE)	<b>English Language Development (ELD)</b> (Build proficiency in English for non-english speakers)	<b>Mainstream English Language Development</b> (Build proficiency in Standard English for non-standard English Speakers) (whole group or small group)
<p><b>Oral Language (Oral Language)</b></p> <p>Theme Development</p>	<p><b><u>Listening/Speaking/Viewing:</u></b> <b><u>Focus Question:</u></b> <i>How would your life be different if writing did not exist?</i> Read Aloud: “Notes on the Art of Poetry” 6L-6M</p> <p><b><u>Theme Development:</u></b> <b><u>Build Background Talk About It</u></b> pg. 7 <b><u>Focus Question:</u></b> <i>What do you think inspires people to record the events of their lives?</i> <b><u>Build Writing Fluency</u></b> Students write in their Writer’s Notebook what inspires them .</p>	<p><b><u>Build Background :</u></b> <i>Telling our stories - Why do people tell stories?</i></p>	<p>RLA TE- pg. 6 Universal Access Box</p> <p>Have students Pair Share using the prompts: <i>This is an image of a ____.</i> <i>Other images used in hieroglyphics include ____.</i> <i>The images in hieroglyphics are inspired by ____.</i></p>
<p><b>Phonics/Word Study (Phonics)</b></p>	<p>Decode multisyllabic words with short vowels Spelling pre-test pg. 31C</p>		<p><b><u>Tier 2 Intervention</u></b> Phonics pg. 4-7</p>
<p><b>Vocabulary (Vocabulary)</b> (Vocabulary Development)</p>	<p>Using <b>word origins</b> in the dictionary to understand the meaning of words</p>	<p><b><u>Introduce Vocabulary words</u></b> using Visual Vocabulary Resources pgs. 409-414 <i>Assignment, praise, adventure, detective</i></p>	<p><b><u>Personal Thesaurus of Conceptually-Coded words</u></b> Model adding 2 or 3of the following vocabulary words to a class Personal Thesaurus <i>sensational, precarious extravagant, unimaginable, lamented, promenade,</i></p>

	<p>Using the <b>Define/Example/Ask Vocabulary Routine</b> to learn new words  <i>sensational, precarious, extravagant, unimaginable, lamented, promenade, embarked, establishment</i></p> <p><b><u>Build Robust Vocabulary</u></b>  pg. 31A  Review Academic Vocabulary:  <i>word origins, monitor comprehension, draw conclusions, interview</i></p>		<p><i>embarked, establishment</i></p> <p>Next, have pairs of students add the words you modeled and then have students add the additional vocabulary words to their personal thesaurus.</p> <p>Post the vocabulary with visuals in a prominent place</p> <p><b><u>Tier 2 Intervention</u></b>  Pg 200-201</p>
<p><b>Reading Comprehension</b>  (Comprehension)  (Comprehension)</p>	<p><b>Strategy:</b> Monitor comprehension  <b>Skill:</b> Draw conclusions  Conclusions Chart pg. 9B  <i>What is it? Why is it important?</i>  <b>Model-Practice-Apply</b></p>	<p><b><u>Listening Comprehension</u></b>  <b>Strategy:</b> Monitor comprehension  <b>Skill:</b> Draw conclusions</p>	<p><b>ELD TE</b>  <b><u>Academic Language Box</u></b> pg. 7  Preteach the language of instruction:  <i>monitor comprehension, draw conclusion</i></p>
<p><b>Writing</b>  (Authentic Literacy Experiences)</p>	<p><b><u>Writer's Craft</u></b>  Strong Sentences: Focus on a Moment  pg. 32-33D</p>		
<p><b>Grammar</b>  (Grammar &amp; Syntax)</p>	<p><b><u>Daily Writing prompt</u></b>  Write a conversation between two people  <b>Sentences:</b> types and fragments 31E</p>		

<p><b>Small Groups (Differentiation)</b></p>	<p><b>Strategic (approaching)</b> Preteach academic language pg. 33K <b>Benchmark (On Level)</b> Review vocabulary pg. 33U <b>Advanced (Beyond Level)</b> Practice Reader Lesson 1</p>	<p><b><u>Phonics/Word Study</u></b> ( pg. 8) Decoding single and multisyllabic words with short vowels to accurately read aloud single syllable and multisyllable words</p> <p><b><u>Comprehension /Fluency</u></b> (pg. 9)</p> <ul style="list-style-type: none"><li>• High Frequency Words</li><li>• Reading Decodable Passage 1</li><li>• Reading the Practice Reader</li></ul>	<p>If teacher observes some students having difficulty during whole group MELD instruction, a small group will be pulled to address the following:</p> <ul style="list-style-type: none"><li>• Oral Language Prompts</li><li>• Personal Thesaurus of Conceptually Coded Words</li><li>• Academic Language</li></ul>
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# MELD Alignment to CA Treasures

## Grade: 6th

**Selection: Nothing Ever Happens on 90<sup>th</sup> Street**

**Unit 1**

**Day 2**

	<b>Reading Language Arts (RLA)</b> (Differentiation to provide access to CORE)	<b>English Language Development (ELD)</b> (Build proficiency in English for non-english speakers)	<b>Mainstream English Language Development</b> (Build proficiency in Standard English for non-standard English Speakers) (whole group or small group)
<b>Oral Language</b> (Oral Language)	<b>Listening/Speaking:</b> <b>Focus Question:</b> <i>What can you conclude about the events that happened on 90<sup>th</sup> street?</i>	<b>Monitoring Comprehension</b> pg. 10 – Review “Hometown Homework” Chapter 1 Students ask each other questions	
<b>Phonics/Word Study</b> (Phonics)	<b>Spelling</b> pg. 31C Word sorts Review –tch spelling for /ch/ sound in batch		
<b>Vocabulary</b> (Vocabulary) (Vocabulary Development)	<b>Build Robust Vocabulary</b> Review pg.31A Dictionary/Word Origins	<b>Introduce Vocabulary Words</b> pg. 10: <i>landmark</i> <b>Review Vocabulary Words</b> <i>assignment, praise, adventure, detective</i> <b>Strategy Word Origins</b>	
<b>Reading Comprehension</b> (Comprehension) (Comprehension)	<b>Read:</b> <i>Nothing Ever Happens on 90<sup>th</sup> Street</i> pg. 10-27 <b>Strategy:</b> Monitor comprehension <b>Skill:</b> Draw conclusions <b>Critical Thinking</b> pg. 27 Summarize Think and Compare	<b>Listening Comprehension</b> pg. 11 <i>Hometown Homework</i> , Chap 2 Interactive Question-Response	<b>RLA TE Whole Group</b> <b>Read Together</b> pg. 11 When students need support to read the main selection use the following prompts during a Think-Pair-Share: I conclude that ____, because ____. Thses prompts also help the students to practice academic language.  <b>Monitor Comprehension</b> pg 12 Monitor and Clarify: Visualize <b>Tier 2 Intervention</b>

			<p>Pg. 80-84 Monitor Comprehension Pg. 152-156 Draw Conclusions</p> <p><b>Extra Support</b> pg. 19 Draw Conclusions</p>
<p><b>Writing</b> (Authentic Literacy Experiences)</p>	<p><b>Writer's Craft</b> Strong Sentences: Focus on a Moment pg. 33A-33E <b>Conferences</b> Writing Journals 33G Revision Assignments 33H</p>		
<p><b>Grammar</b> (Grammar &amp; Syntax)</p>	<p><b>Daily Writing prompt</b> Write about the best thing that happened to you yesterday. <b>Sentences:</b> Introduce sentence types pg. 31E</p>		
<p><b>Small Groups</b> (Differentiation)</p>	<p><b>Strategic (approaching)</b> Vocabulary-Practice Reader Lesson 1 pg. 33P <b>Benchmark (On Level)</b> Reteach Short Vowels, pg. 33U <b>Advanced (Beyond Level)</b> Practice Reader Lesson 2 pg. 33BB</p>	<p><b>Grammar &amp; Usage</b> pg. 12 Nouns &amp; Verbs Complete Sentences &amp; Sentence Fragments Sentence Types End Punctuation Marks</p> <p><b>Comprehension /Fluency</b> (pg. 13)</p> <ul style="list-style-type: none"> <li>• Reading Decodable Passage 2</li> <li>• Reading the Practice Reader</li> </ul>	<p>If teacher observes some students having difficulty during whole group MELD instruction, a small group will be pulled to address the following:</p> <ul style="list-style-type: none"> <li>• Conclusions Chart</li> </ul>

# MELD Alignment to CA Treasures

## Grade: 6th

**Selection: Nothing Ever Happens on 90<sup>th</sup> Street**

**Unit 1**

**Day 3**

	<b>Reading Language Arts (RLA)</b> (Differentiation to provide access to CORE)	<b>English Language Development (ELD)</b> (Build proficiency in English for non-english speakers)	<b>Mainstream English Language Development</b> (Build proficiency in Standard English for non-standard English Speakers) (whole group or small group)
<b>Oral Language (Oral Language)</b>  Theme Development	<b><u>Listening/Speaking:</u></b> <b><u>Focus Question:</u></b> How is what Polly and her friends find out similar to what Eva learns in <i>Nothing Ever Happens on 90<sup>th</sup> Street</i> <b><u>Summarize</u></b> pg. 27	<b><u>Draw Conclusions</u></b> Review Hometown Homework Chapter 2 with Think-Pair-Share	
<b>Phonics/Word Study (Phonics)</b>	<b><u>Spelling</u></b> Word Meanings, context clues pg. 31D		
<b>Vocabulary (Vocabulary)</b> (Vocabulary Development)	Review Words pg.31B Related Words Practice Book, pg. 15	Review Vocabulary words for the week using the vocabulary routines Visual Vocabulary pgs 1-8	Student use Personal Thesaurus for related words section pg. 31B
<b>Reading Comprehension (Comprehension)</b> (Comprehension)	<b><u>Read</u></b> , <i>Nothing Ever Happens on 90<sup>th</sup> Street</i> , pg. 10-25 <b><u>Fluency</u></b> pg. 27A Self-Selected Strategy Use pg. 27B	<b><u>Listening Comprehension</u></b> pg. 15 Interactive Question-Response Read remainder of <i>The Hometown Homework</i> <b><u>Retell</u></b> Model retelling Use BLM to have students retell during Think-Pair-Share <b><u>Critical Thinking</u></b> assessment pg.17	<b><u>Retell</u></b> Model retelling Use BLM to have students retell during Think-Pair-Share
<b>Writing</b>	<b><u>Daily Writing Prompt</u></b>		

<b>(Authentic Literacy Experiences)</b>	Write a letter to a friend, explaining why you think you get along well. <b>Writer's Craft pg. 33D</b> Topic Development : Focus on a moment Teacher Write Aloud		
<b>Grammar</b> <b>(Grammar &amp; Syntax)</b>	Review sentence types pg 31F Mechanics & Usage: End Punctuation & Capitalizations pg 31F		<b>Tier 2 Intervention</b> Pg.85-89 Sentence and Sentence Fragments Statements and questions Commands and Exclamations
<b>Small Groups</b> <b>(Differentiation)</b>	<b>Strategic (approaching)</b> Preteach academic language pg. 33K <b>Benchmark (On Level)</b> Review vocabulary pg. 33U <b>Advanced (Beyond Level)</b> Practice Reader Lesson 1	pg. 16 Write to Draw conclusions Write a summary Spelling pg. 17 Critical Thinking - assessment	If teacher observes some students having difficulty during whole group MELD instruction, a small group will be pulled to address the following: <ul style="list-style-type: none"><li>• Sentence types &amp; Sentence fragments</li></ul>