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Grade Level	6th	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Scholars will have mastered the 5th grade standard of comparing and contrasting the overall structure of events, ideas, concepts or information in two or more informational texts including, chronology, comparison, cause/effect, and problem/solution. The scholars will have knowledge and skill of prior 6th grade work to determine the meaning of words and phrases as they are used in a text, including figurative connotative and technical teachings, analyzing how a particular sentence, paragraph chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The Grande Innovation Academy utilizes the Arizona's College and Career Ready Standards for English Language Arts which are built upon year to year. The Reading A-Z program, which increases comprehension and fluency, will be used as supplemental materials to attain grade level reading standards practice and for the use of specific types of text to align with grade level standards.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**6.RI.6** *Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.*		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Reading A-Z Leveled Book –V--"The Last Great Race", class set Language Arts notebooks Local newspapers Construction paper Scissors Glue sticks		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Anticipatory Set:** The Teacher will (TW) Begin by asking students what it means when I say "What is the purpose of a piece of writing?" Allow scholars to think and each will write their answers on the whiteboard. Anticipate any and all answers. Then ask—what is the story of "The Three Little Pigs" designed to do? Expecting answers such as; "Just to tell a funny story" and "Entertain us". Circle an previous responses on the board that are close to "entertain". Circle any responses which are close to "inform or teach" and any which are close to "persuade/convince". Define what they mean verbally. Instructing scholars to write the definitions. **Objective and Purpose:** TW dictate and explain the objective for the day: I will create separate writing pieces that are informative, persuasive and entertaining in order to know the differences between the three. **Instructional Delivery Whole Group:** TW instruct scholars on writing a four sentence statements about themselves. This will translate in a persuasive statement then an entertaining statement. **Key Points:** *Knowing what is factual *Writing it in a style that flows * Think it out loud strategies while writing it **Modeling:** TW think and write four factual sentences that flow about herself to demonstrate "inform/teach" text. **Check for Understanding:** TW will ask scholars to think and retell instructions to their neighbor. **Guided Practice:** TW will instruct scholars to begin and clarify if needed. **Independent Practice:** TW monitor as students begin. Stopping	**Anticipatory Set:** Scholars will (SW) think, verbally answer the teacher's questions when called upon and write their answer on the board. Then think and discuss when called upon for second part of introduction. Write definitions for "inform", "persuade" and "entertain" in their notebooks. **Objective and Purpose:** SW write the objective for the assignment in their language arts notebooks. **Instructional Delivery Whole Group:** SW listen and think about points they will use. **Modeling:** SW write what teacher writes in their language arts notebooks as an example. **Check for Understanding:** SW turn to their neighbor and give instruction and clarify if needed. **Guided Practice:** Scholars will write their "inform/teach" paragraph asking for guidance as needed **Independent Practice:** SW write their statements and prepare to share if

	occasionally to randomly ask students to verbally give a line from one of their statements. Clarifying or redirecting as needed. **Closure/Exit Ticket:** TW randomly chose students to restate the definitions for each of the styles of statements. TW direct scholars to share each of their statements with a different scholar in the class.	called upon. **Closure/Exit Ticket:** SW tell the definition of each purpose of writing if chosen. SW then share each of their paragraphs with a different scholar.
2	**Anticipatory Set:** TW ask scholars how many read or even see the daily newspaper. TW point out the different areas of the newspaper. Giving facts about each, headlines, editorials, comics, medical information, advertisements, entertainment news. **Objective and Purpose:** TW dictate and explain the objective for the day: I will analyze sections of the newspaper to determine whether they are information/teaching, persuading/convincing or entertaining and categorize them. **Direct Instruction:** TW inform students that they will use the newspaper to work in small groups to categorize as many articles of the newspaper as they can into: information/teaching; persuading/convincing and entertainment categories. TW ask for a verbal recall the different meanings of each category and write each category on the board. **Instructional Delivery Whole Group:** TW review instructions and allow students to form groups. Hand out newspapers, three pieces of construction paper to each group and a glue stick. TW instruct students to label each sheet of construction paper with the three different categories. TW instruct students to cut out articles that fit into each category after discussion and agreement with the group. **Key Points:** *Ensuring understanding of the categories *Asking what the assignment will look like, sound like, feel like while in group work *Pointing out specific words in the text for examples **Modeling:** TW chose a small article and read it to the class, annotate the	**Anticipatory Set:** SW actively listen to teacher about the newspaper and contribute to discussion regarding if they read it or see it at all. **Objective and Purpose:** SW will write the objective for the lesson in their language arts notebooks. **Direct Instruction:** SW organize into groups of no more than three and obtain a news paper. SW recall and verbalize the meanings of each of the categories and write each in their notebooks. **Instructional Delivery Whole Group:** SW form groups and obtain one newspaper per group, three pieces of construction paper and a glue stick. SW label each sheet of construction paper with each of the three categories. **Modeling:** SW follow along with teacher read as a group, offer a category

	paragraphs and circle any unfamiliar words, think aloud about which category it belongs, ask for volunteers to indicate which category. **Check for Understanding:** TW offer scholars the opportunity to turn to a neighbor to reiterate instructions. **Guided Practice:** TW direct scholars to begin assignment **Independent Practice/Group Work:** TW monitor as groups work **Closure/Exit Ticket:** TW direct students to present the information they found for each of their categories	**Check for Understanding:** Repeat/translate instructions to a neighbor/group member **Guided Practice:** Scholars will begin their group work. **Independent Practice/Group Work:** SW work in groups on assignment **Closure/Exit Ticket:** SW present the information they found
3	**Objective:** TW give summative a three part summative assessment on the standard: Determine the author's point of view or purpose in the text and explain how it is conveyed in the text. **Direct Instruction:** TW Explain to scholars: "Today we will have a three part summative assessment on how well you have learned to determine the author's point of view or purpose in our reading. You will sit at your desk to complete each section. Remember that this is an assessment so there will be no talking until everyone is finished."	**Direct Instruction:** Scholars will be given the informational text *The Great Race* to read independently. Scholars will have adequate time to read the text. Scholars will then remain seated at their desks for further instruction. **Independent practice:** Scholars will be seated at their desks to complete their reading assessments.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	Scholars will read and answer questions about the author's purpose and the information conveyed in the text. Scholars will be seated at their tables to complete the assessment.

Summative Assessment Item # 1: Scholars will be given an assessment sheet with the following graphic organizer and questions with the following instructions: "How does Ned Jensen introduce, illustrate and elaborate on the "History" section of *"The Last Great Race"*? How does he explain the history so that we have a clear idea of how the Iditarod began? How does he add more detail? Fill out the table."

Introducing **(1pt)**	Illustrating **(1pt)**	Elaborating **(1pt)**

Summative Assessment Item # 1 (Continued): Scholars will then be asked to answer the following question sheet related to "The Route" section of "*The Last Great Race."* Answer the following questions. Check for spelling, punctuation and capitalization. Answer in complete sentences.

1) What is Ned Jensen's purpose in "The Route" section of "*The Last Great Race"*? **(1pt)**

2) How do you know? Be specific with words and phrases. **(1pt)**

3) How does the author convey his purpose? **(1pt)**
Answer Key:
1) What is Ned Jensen's purpose in "The Route" section of "*The Last Great Race"?*
Ned Jensen's purpose in "The Route" is to give information on where and how the race is to be run.

2) How do you know? Be specific with words and phrases
The author states the dogs make a "ceremonial run", "not every team starts at the same time", "there are 26 checkpoints"---(specific direct information that conveys no opinion)

3) How does the author convey his purpose?
Ned Jensen says it very directly and in order of how the race is run.

Each correct answer is worth one point. A score of 5 out of 6 indicates mastery. (75% or greater)

Summative Assessment Item # 2:

Scholars will be asked to find four statements in *"The Last Great Race"* and provide proof whether they are fact or opinion. Use complete sentences when stating proof. The page number of the selection must be listed. Statements and proof will vary depending on the scholar selections. Examples of excellent choices could be:
Pg. 13. *The Iditarod trail is filled with some of the most beautiful scenery in the world.* –Opinion. When an author notes that something is "beautiful" they are deciding for themselves whether it is or not.

Pg. 8. *In order to attract mushers, Joe and Dorothy raised $25,000 in prize money.*—Fact. This is part of the history of the Iditarod sled race. The author does not give his opinion in this statement. He is informing us.

Score of 3 out of 4 indicates mastery. Each statement found and answered correctly is worth one point. (75%)

Summative Assessment Item # 3:

Answer the following questions related to *"The Last Great Race"* in complete sentences and provide proof where needed.

1) Is the information in the booklet meant to inform/teach, persuade/convince or entertain?
2) Give three examples of statements to prove your answer to number 1.

Answer Key

1) The information in the booklet is used to inform/teach.
2) Examples will vary but be factual in nature.

Question 1 is worth 1 point, question 2 is worth 3 points. Score of 3 out of 4 indicates mastery.