Grade Level	3rd	**Content Area**	Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	This lesson will be part of a larger unit about using informational text, both in print and the internet, for research purposes. Scholars will have previously been exposed to nonfiction text in prior grades however this lesson will introduce them to an extended list of text features and their uses. The scholars will also have been made familiar with K-W-L charts as well as the engagement techniques used in this lesson (Turn and Teach, Pepper, as well as using sticky notes).		
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.*	For this lesson each scholar will use leveled informational text from Reading A-Z. The lesson will incorporate Core Knowledge sequence of instruction for the third grade (Astronomy). The teacher will begin each lesson with whole group instruction, which will incorporate Madeline Hunter's lesson model including the anticipatory set, the instructional delivery and teacher modeling. The teacher will then have the scholars engage in guided practice while he or she will check for understanding before the students begin independent practice. During independent practice the teacher will pull small groups to offer differentiation or pull individuals for possible remediation depending on the evidence from check for understanding.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**3.RI. 5** *Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.*		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Image of moon on projector Chart paper (for anchor chart) Leveled nonfiction text with the required text features (1 per student or 1 per pair) Post-it notes White board with a K-W-L chart Copy of *Eclipse* by David L. Dreier for each student and 1 for the teacher Reading journals Book box with leveled informational text books Class set of Reading A-Z books *Hubble: An Out of this World Telescope*		

* ***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 (5 minutes): The teacher will say, "Scholars, raise your hand if you saw the moon last evening." The teacher will wait for responses. He or she will show an image of a night sky on the board. Then he or she will say, "I thought the moon looked so amazing, I want to learn more about it. How do you think I can learn more about the moon?" Wait for replies. "Yes, I can use a book about the moon. In fact a book about the moon will have many things in it that will help me learn A LOT! Let's see how what we can find that will help us in our discovery."	Scholars will listen attentively in a whole group setting. They will volunteer answers when asked to do so.
	Objective and Purpose: Scholars will be introduced to text features within informational text.	Scholars will repeat the objective as the teacher writes it on the board.
	Instructional Delivery: The teacher will explain that the class will need to think about other reasons why an author might write about the moon. The teacher will create a brief list on the board. One item should be to inform. She will explain to the scholars that they will be sharing a book called Eclipses by David Dreier. She will show the book cover to the scholars. Next, she'll ask the class what they think it is about. Teacher will ask, "How does the cover help me? What do you specifically see that tells me this book is about the moon?" Wait for replies "Awesome ____ just used the words and the photograph to help him decide what this book is going to be about!" Teachers explains that the cover is a "Text Feature" and now we are going to find more text features to help us find information and details about stars. She will get chart paper and the students will open their reading journals.	Scholars will suggest ideas about why an author would want to write a book about the moon. Scholars will answer questions from the teacher. If there are no volunteers the teachers will pull sticks to get full engagement. Scholars will answer what they think the book is about.
	Modeling: The teacher will take a walk through the book looking for text features. As he or she progresses the scholars will write the list of text features as the teacher does. Teacher will model opening up the book. She will start with the table of contents and write it on the anchor chart. Thinking out loud, she will talk about the purpose of the table of contents (showing how she can look anything up and find the page of information she needs). Then he or she will point out headings, explaining the	Scholars will listen and watch as the teacher models "looking for text features."

	purpose of each. She will refer to her anchor chart and explain that they will do the same thing. TW then point out a sidebar, and describe how it can add additional information about a specific point. Check for Understanding: After the teacher has modeled finding the three text features she will ask the scholars to turn and teach. "Scholars, turn to your neighbor and teach them what the purpose of the cover of the book is. Ready Teach." "Scholars switch neighbors and turn and teach and explain the purpose of the table of contents. Ready Teach." Scholars will turn and teach me the purpose of a heading. Ready Teach." Scholars will turn and teach me the purpose of a sidebar. Ready Teach." The teacher will walk around listening to each scholar's response. Guided Practice: Pass copies of Eclipses out to each student. Have the scholar write the heading in their reading journals-Text Features. On the next line have them copy the anchor chart that the teacher started with just cover and table of contents and heading. Next the teacher will explain that they are going to walk through the book together to find important text features that will help them learn more information about eclipses. Together as a class they will walk through the book stopping at boldfaced words, pictures, and sidebars. Scholars will write the name of the text feature and its purpose on their chart in their journals. Independent Practice: The teacher will explain that each scholar will find the features they learned about today in a different book. They will get any informational book from their book boxes (already leveled for their use) and they will label what they find for each text feature they learned about today with a small sticky note. Closure/Exit ticket (5 minutes): The teacher will have the scholars find a partner and share the features they found in their book.	Scholars will show their understanding by turning and teaching their neighbor the purpose of the cover, table of contents and the purpose of headings and sidebars. It should sound something like this, "The purpose of the cover is to tell the reader what the book is about. The purpose of the table of contents is to tell the reader what page they can look at to find specific information. The purpose of headings is to tell the reader what that small section is about. The purpose of a sidebar is to provide additional information about a specific point in the text." Scholars will open their reading journals and will write as the teacher instructs. Scholars will write Text Features in their journals. Under this heading they will add the other details of the anchor chart (Cover- to tell the reader what the book is about. Table of Contents- to tell the reader what page to look at for their question. Heading- to tell the reader what that section is about. Boldfaced words (or keywords)- to tell the reader that this words meaning is in the back of the book. Photographs- to show the reader what they are reading about. Sidebar- to provide additional information on a point in the text.) Scholars will return to their desks and get their book boxes. They will find an information text book and begin searching for the features in today's lesson. They will put a sticky note next to each text feature they find. Scholars will find their neighbor at their seats and they will thumb through their books together pointing out the features that they each have. If one scholar has one that the other does not have then they will get a sticky for the feature.
2	Anticipatory Set (5 minutes): The teacher will ask if the scholars remember yesterday's activity with the text features. Then he or she will draw a KWL (3 columned t-chart, with a K for "what I already know", a W in the middle for "what I want to know" then a L at the end for" what I learned") chart on the white	Scholars will volunteer information about things they already know about "text features" as well as things they came across in their searches

	board. Together as a class they will quickly discuss the features they learned about yesterday. Then the teacher will ask about what other things they noticed that they didn't talk about. Scholars will raise their hand and ask about the "pictures" and the diagrams and the glossary (may need teacher prompting). The teacher will fill these into the W section of the K-W-L Chart. She will announce that they will explore that today.	yesterday but have not previously talked about, ie captions, glossary, and diagrams.
	Objective and Purpose: The scholars will be introduced to and will find text features in an informational text.	The scholars will repeat the objective as the teacher writes it on the board.
	Instructional Delivery: The scholar and the teacher will prepare by opening up reading journals and the anchor chart from yesterday. The will all write the new features they will learn about today, photograph captions, diagrams, key words, and glossary. The teacher will explain that these features will help them learn even more about the moon and the eclipses but first we must find these things so that we know what we are looking for and then we will experiment with how to use them.	Scholars will open their journals to the page they were working on previously. They will continue their list of text features.
	Modeling: The teacher will look through the book to find a photograph. She will write it on the chart. Thinking out loud she will say, "I wonder what this photo is about or why it is helping me to learn more." Then she will point out the writing at the bottom of the photo and explain that this piece of information is called a caption and she will write it on the anchor chart. Farther along in the text she will come across bold-faced key words then she will model for the scholars how to get into the glossary to find the meanings of the words. At the first picture the teacher will turn to the scholars and ask what the image is. She will then name the writing at the bottom of the page as captions and photographs or illustrations. For the final piece she will note the details of a diagram. She will complete her list of key words and brief descriptions.	Scholars will listen attentively as the teacher models the instruction. After each new text feature the student will write the word and the purpose on their lists.
	Check for Understanding: The teacher ask the scholars to take their copy of Eclipses out so that to use for the rest of the lesson. The teacher will ask the scholars to find another photograph in the book and then all together they will explain what the photo is about using the caption.	Scholars will find the photograph and use the caption to describe what they learned.
	Guided Practice: Together the teacher and scholars will find a diagram with labels and a key word in the glossary. They will continue to write the name and its	Scholars will continue to write the features and their purposes in their

	purpose in their reading journals. They will stop at each feature (including the ones from a previous lesson) and explain its purpose (verbally) for spiraling purposes. Independent Practice: The teacher will explain that each scholar will find the features they learned about today in a different book. They will get any informational book from their book boxes (already leveled for their use) and they will label what they find for each text feature they learned about today with a small sticky note. Closure/Exit ticket (5 minutes): The teacher will have the scholar stand for a round of "pepper" to ask questions to check for understanding. The teacher will pull sticks to ask these questions: What will I find in the table of contents?, Where is the table of contents found?, What is the glossary?, What is a sidebar?, What if I find a bold-faced key word what do I do?, What can the cover tell me about a book?, What is a caption?, What is an illustration?, What is a diagram?, What is usually found in the back of the book?	reading journals. Scholars will return to their seats and begin the assignment. They will search their own book box books to find the remaining text features. Scholars will stand and be ready to answer the questions. They do not know who will be called until after the question is asked so they must all be ready.
3	Anticipatory Set: The teacher will have the anchor chart up on the wall. The teacher will start by saying "I wonder why it is important that I know about all these text features when I want to know about something new?" The scholars will provide ideas and the teacher will write them down. "I will need to know how to use these text features in order to increase my learning." The teacher will explain the day's objective: "While I was searching through my book for text features I came across a lot of information but I didn't dig too deeply. That is what we are going to do today. We are going to use what we learned yesterday to find what we want to learn today." Objective and Purpose: The student will use text features effectively to find information in nonfiction text. Instructional Delivery: The teacher will create a new KWL Chart on the board. Together as a class they will generate a list of things they want to know about eclipses (may require teacher guidance to get questions that can be answered in the book-What is an eclipse, What happens during an eclipse, When can we see an eclipse, and Why can't I look at an eclipse?). Next the teacher will ask the students about how they plan to find this information out. They will be allowed the opportunity to think-pair-share. The students will explain or suggest that they use text	Scholars will volunteer ideas and listen. Scholars will write the objective in their reading journals. Scholars will listen to instruction and participate when asked. They will think-pair-share with their neighbors about how they plan to learn the information form the questions.

	features like the glossary and the table of contents to find information quickly. Modeling: The teacher will model finding some of the questions while thinking out loud. She will write them in the "L" section of the KWL chart. Check for Understanding: The teacher will ask the student to holdup 3 fingers and in 3 steps explain how she found the answer to the question without having to read the entire book (in unison). The teacher will explain the steps again if the scholars missed a step in the process. Guided Practice: The teacher will pass out the books again. Each student will actively search for the answers to the class generated list together leaving 3 or 4 as independent practice opportunities. Before the students will practice independently the teacher will talk about the features they might use for the last few questions. Independent Practice: The scholars will find the answers to the last few questions independently and they will put a sticky note in the book where they found the answers. Closure/Exit Ticket: Scholars will share their sticky notes with the class. They will explain how they found the answer to their elbow partners.	The scholars will listen as the teacher models instruction. The scholar will hold u three fingers and count down as they come up with their own three steps to using the table of contents. Scholars will search for information (rather than the text feature) using the text features instead of reading the entire book. Scholars will work independently on finding the answers to the questions they created at the start of the lesson. They will write where they found the information and the answer to the question. Scholars will share out their findings at the end of the lesson.
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.*	For the assessment piece, scholars will be asked to independently complete three assignments. In the first assignment the scholars will answer the questions pertaining directly to the standard. In the next assessment the scholars will use an assigned text not used during the lesson to search for information using the text feature pieces. In the final assignment scholars will use a text of their choice to find important information using the text features.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Assessment 1- Use the nonfiction text provided by the teacher to answer the questions:

1. What is the title of the book?

2. Find the table of contents. What page(s) is it on?

3. What key facts or information did the table of contents help you find?

4. Write down a heading you see in the table of contents.

5. According to the table of contents, on what page does the section on the Butterfly Nebula start?

6. Where did you find the information about the picture?

7. What key facts or information did the caption on page 19 give you?

8. Find the glossary. What page(s) is it on?

9. What is the glossary used for?

10. Find a key word on page 12 and look it up in the glossary. Write the word and its definition.

11. What page has a sidebar?

12. What is the topic of the sidebar?

Summative Assessment Item 1 **(clearly identify answer key/scoring rubric, and acceptable score):** Using the book, *Hubble: An Out-of-This-World Telescope* Informational (nonfiction), From Reading A-Z answer the questions from the assessment.
Key to Assessment Item 1: A score of 9/12 would be the lowest score for mastery at 75%

1. Hubble: An Out of this World Telescope
2. Page 3
3. The page where each section can be found.
4. Options available for question #4 →
5. Page 15.
6. In the caption.
7. Must mention something about the telescope mirror.
8. Page 23.
9. Must mention something about word definitions can be found in glossary.
10. Either **vacuum** or **black hole**, with definition from glossary.
11. and 12. Either page 6 (Astronauts face danger during Hubble Mission space walk) or page 10 (Different kinds of energy)

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Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): The scholar will fill in the letter from the correct choice. A score of 8/10 will be 80% or Mastery. (Mastery is set at 75% or greater)

Key:

Text Features in Informational Text Total Score /10

__ 1. Caption	A. Describes what's happening in a picture
__ 2. Glossary	B. Where you find the names of chapters and their page numbers
__ 3. Heading	C. Gives definitions of challenging words in the text
__ 4. Bold words	D. Tells you what the section is going to be about
__ 5. Diagram	E. The first page of a book that shows or tells what the book is about and when the book was written.
__ 6. Labels	F. Introduces you to what the book is about
__ 7. Title Page	G. Drawing of an item with parts that are pointed out or sectioned so that the reader can see the details.
__ 8. Table of Contents	H. Descriptions of parts in a diagram.
__ 9. Cover	I. Tells you what a smaller section is going to be about.
__ 10. Subheadings	J. Words that the author believes could be challenging or uncommon.

Text Features in Informational Text Total Score /10

_A_ 1. Caption	A. Describes what's happening in a picture
_C_ 2. Glossary	B. Where you find the names of chapters and their page numbers
_D_ 3. Heading	C. Gives definitions of challenging words in the text
J__ 4. Bold words	D. Tells you what the section is going to be about
_G_ 5. Diagram	E. The first page of a book that shows or tells what the book is about and when the book was written.
_H_ 6. Labels	F. Introduces you to what the book is about
_E_ 7. Title Page	G. Drawing of an item with parts that are pointed out or sectioned so that the reader can see the details.
_B_ 8. Table of Contents	H. Descriptions of parts in a diagram.
_F_ 9. Cover	I. Tells you what a smaller section is going to be about.
_I_ 10. Subheadings	J. Words that the author believes could be challenging or uncommon.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): Through individual assessment with the teacher the scholar will use the rubric to guide their search for information in the text of their choice. The teacher will ask questions about the leveled text that will require the scholar to find information using the text features. There are 8 possible points. Mastery is set at 6 points. (75% or greater)

Points	0	1	2
Table of contents	Scholar was unable to use the table of contents	Scholar was able to identify the table of contents	The scholar was able to identify and use the table of contents
Key words/ glossary	The scholar was unable to use the key words to find definitions in the glossary	The scholar was able to identify the key words however was unable to use the glossary to define the key words	The scholar used the glossary to define the key words found in the text.
Headings/ Subheading	The scholar does not know how to use the heading or subheadings	The scholar can identify the headings and subheadings.	The scholar can identify and use the headings and subheadings to find information.
Sidebar	The scholar was unable to identify a sidebar in the text.	The scholar was able to identify a sidebar, but not describe its relationship to the main text.	The scholar could identify a sidebar and describe its relationship to the main text.