Grade Level	7th	**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).*	Scholars will have mastered how to describe the overall structure of events, ideas, concepts, or information in a text or part of a text. This includes: chronology, comparison, cause/effect, and problem/solution.		
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.*	**7. RI. 6** *Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others*.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Excerpts from: *Narrative of the Life of Frederick Douglass* (ISBN10: 0486284999), Martin Luther King, Jr's *I have a Dream* speech Language arts notebooks Construction paper Reading A-Z booklet "Acropolis Adventure" class set—author Troy Wolf Mimo		

* ***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:** TW ask prompt scholars to volunteer a life lesson they have learned. TW tell a story about a lesson he/she learned in life and how that story is his/hers alone based on personal experiences. TW give examples of personal experiences. **Objective and Purpose:** TW write the following objective on the board: SW apply knowledge of writing for purpose and analyze the author's position. **Instructional Delivery: Whole Group** TW inform scholars that they will begin writing their own personal story about a lesson they have learned and it will be three paragraph's in length. TW begin writing his/her own personal story told previously. Modeling and thinking paragraph writing through with scholar assistance on the board. TW then ask scholars to point out pieces of the writing that are specific to the instructor. TW inform students that after they write they will share their writing with a partner who will determine their purpose and analyze how they distinguish their position from that of others. **Key Points:** • Thinking out loud • Allowing scholars to correct mistakes • Ensuring there are enough personal facts **Modeling:** TW randomly chose scholars to find the purpose, and decide what distinguishes the instructor's point of view from any one else's.	**Anticipatory Set:** Scholars will participate in discussion **Objective and Purpose:** SW write the objective in their writing notebooks **Instructional Delivery: Whole Group** SW assist instructor in writing his/her own personal story. **Modeling:** SW engage in answering questions when chosen.

	Check for Understanding: TW instruct scholars to tell their neighbor what the assignment consists of which is sharing their writing with a partner and each points out the purpose and distinguishing points of the story that **Guided Practice:** TW give scholars 15 minutes to compete their narrative story. After they have completed their writing. Partners will be chosen and papers traded. **Independent Practice:** TW monitor while students read and complete assignment. TW remind scholars that they are to find their partner's purpose and **Closure/Exit Ticket:** TW instruct scholars to share out their results.	**Check for Understanding**: SW tell their neighbors what the assignment is. **Guided Practice:** SW produce a three paragraph narrative. SW pair up with other scholars at instructor directive. **Independent Practice:** SW read partner work and complete assignment writing their results in their writing notebooks. **Closure/Exit Ticket:** SW share their results with the class.
2	**Anticipatory Set:** TW engage scholars in discussion about the purposes of different types of texts or media. TW elicit the response of to entertain, to persuade and to inform. TW write the following on the board: Entertain: Persuade Inform: TW ask scholars to think first then come up and write a type of text that would go into either of the categories on the board. **Objective and Purpose:** TW instruct scholars to write the following objective in their writing notebooks after he/she writes it on the board: SW demonstrate knowledge of author's purpose by creating a text specific poster, a paragraph in groups and presenting. TW explain that scholars will come up with their own specific texts as groups for the assignment. **Instructional Delivery: Whole Group** TW instruct scholars to	**Anticipatory Set:** SW engage in discussion. SW write board responses in their notebooks. **Objective and Purpose:** SW write the objective in their notebooks. **Instructional Delivery: Whole Group**

	write the examples given earlier from the board in their notebooks. TW inform students that for the lesson each group will create a poster in groups with instructions specific to that group so they must use quiet voices as not to reveal their purpose. TW inform scholars that they will write the following to prepare for the presentation which will be a radio advertisement: A paragraph, which includes their purpose and who the audience would be Their group poster with their advertisement. TW instruct students to write their requirements in their notebooks. TW allow students to form groups TW meet with individual groups to give them their purposes which are: Selling a home Selling a security system for a home Robbing the home TW instruct scholars to begin their group work. TW hand out construction paper for posters **Key Points:** • Groups ask questions specific to their purpose • Instructor does not model to reveal or help any group **Modeling:** No modeling in this assignment **Check for Understanding**: TW check with groups to ensure they are clear on instructions for their purpose and analyze how their position is different from that of others. TW instruct scholars to write them down as notes in their notebooks. **Guided Practice:** TW monitor for group understanding. **Independent Practice:** TW monitor group work **Closure/Exit Ticket:** TW chose groups to present.	SW write the board responses in their notebooks. SW write the requirements in their notebooks. SW form groups and meet with instructor Scholars will begin group work **Modeling:** N/A **Check for Understanding**: SW ask questions as needed in groups **Guided Practice:** SW ask questions as needed and begin assignment. **Independent Practice:** SW begin assignment **Closure/Exit Ticket:** SW present their purpose poster and radio advertisement.

3	**Anticipatory Set:** TW hand out Reading A-Z booklets "Acropolis Adventure" to each scholar. TW engage scholars in discussion to remind them of Greek culture which they learned in 6th grade. TW inform students that they will use the booklets to analyze author's point of view and position. **Objective and Purpose:** TW instruct scholars to write the following objective in their language arts notebooks: SW demonstrate their understanding for author's purpose and position by analyzing a text. **Instructional Delivery: Whole Group** TW instruct scholars to read the first chapter titled "Dimitri the Greek" to themselves. TW then read aloud the chapter ensuring to model for fluency and pauses in the reading as needed. TW prompt scholars to tell what the purpose of the text is and give reasons why. TW instruct scholars to write down all instances where the author distinguishes his position. **Key Points:** • Scholars may need to reread or skim • During discussion guide scholars to proper reasons why the purpose is to inform even though the story may be entertaining. **Modeling:** TW use a think aloud and prompt the scholars with "I wonder what makes the writing different the other history writing..." TW engage scholars in discussion related to their usual history writing and what makes writing different. TW reiterate instructions for assignment. **Check for Understanding**: TW direct scholars to think and write the their understanding of the assignment in their notebook and direct them to share with a neighbor. TW clarify as needed. **Guided Practice:** TW instruct scholars to begin assignment and ask questions as needed. TW clarify and address in whole group	**Anticipatory Set:** SW engage in discussion **Objective and Purpose:** SW write their objective into their language arts notebooks. **Instructional Delivery: Whole Group** SW read the chapter individually then listen as the instructor reads it aloud. SW engage in discussion related to author's purpose **Modeling:** SW engage in discussion **Check for Understanding**: SW write their view of the assignment in their notebooks and share with a neighbor **Guided Practice:** SW being assignment, asking questions as needed.

	any instances where students do not understand. **Independent Practice:** TW allow students time to complete assignment **Closure/Exit Ticket:** TW randomly chose scholars to share there work.	**Independent Practice:** SW complete assignment **Closure/Exit Ticket:** SW share their work when called upon
4	N/A	
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 first two assessments the scholars will use two different excerpts to show their mastery in determining an author's point of view or purpose in a text and analyzing how the author distinguishes his or her position. For the third assessment scholars will create their own texts to show purpose.

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.*

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score):

Scholars will read the excerpt from *Narrative of the Life of Frederick Douglass*, Chapter 10, paragraphs 26-31, 33-37, and 40, and answer the questions:

In the excerpt:

1) How does Frederick Douglass show leadership? (1 point)
2) What is he motivated by? (1 point)
3) Site two specific examples from the text. (2 points)

Answer Key:

1) **Douglass shows leadership by leading a group of slaves as they plan an escape to freedom.**
2) **Douglass was motivated by wanting to be free, but he also did not want to leave his follow slaves behind.**
3) **Examples include:**

"But I was not willing to cherish this determination alone. My fellow-slaves were dear to me. I was anxious to have them participate with me in this, my life-giving determination."
"by common consent, at the head of the whole affair. The responsibility of success or failure lay heavily upon me."

A total of 3 points or 75% equals mastery.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score):

Scholars will read the following excerpt from Martin Luther King, Jr.'s *I have a Dream* speech and answer the following questions in complete sentences correctly.

1) What is the purpose of the speech? (1 point)
2) Who is the audience? (1 point)
3) How does the author give his position on the issues? (give three examples from the text) (3 points)

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.
In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

Answer key:

1) **The purpose of the speech was to explain how the injustices that continued to oppress African Americans were against the ideals behind America.**
2) **The audience for this speech, at the time was the people who attended the March on Washington.**
3) **"And so we've come here today to dramatize a shameful condition."**
   "It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned."
   "But one hundred years later, the Negro still is not free."

A total of 4 points or 80% equals mastery

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed):

Scholars will write three short texts of their own from different author purposes. Each must be at least three lines and properly identify their purpose.

1) Entertain

2) Persuade
3) Inform

A total of 5 points or 80% equals mastery

Author's Purpose Rubric

	0	1	2
Author's purpose	The author does not include the purpose for the writing.	The author includes the purpose but it is limited.	The author includes the purpose and supports it completely.