Grade Level	K	Content Area	English Language Arts - Reading
Course Title (grades 9-12) Only			
Length of Unit	2 days	Time of Year	Second Quarter

Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Common Core Standards - mastered prior mastery of common core standards K.RI.1-.7 , K.RL.1-.,7 and all ELA Foundation standards. Knowledge author provides key points in text. Student can identify the main point and knows author writes stories. Knows if the text is persuasive, informational, or entertaining.
Alignment to program of instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of instruction described in A.3.*	Lesson content is introduced, modeled, and practiced in a whole group direct instruction setting. Students are given specific practice opportunities on the new content that enables teachers to work with small groups and provide intervention when necessary. Direct instruction - Interactive Read Aloud - Mastery based instruction . GEM Education Program curriculum map At Risk & Physically Impaired - use models and tools according to approved IEP
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: K (Curriculum Map detail) Strand: Reading Standards for Informational Text (RI) Standard number - K.RI.8 Cluster: Integration of Knowledge and Ideas Standard: #8 - Identify the reasons an author gives to support points in a text.
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Summative Assessment: With prompting and support (if needed) our students will read a short story and answer 5 multiple choice questions which are completely separate from instruction. As per common core standards however, prompting and support is allowed only in Kindergarten grade, but we believe it will not be necessary. (A sample of the McGuffey Primer reader stories used for formative assessments is attace.)
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable*	School Grading scale as follows: Summative-5 questions @20 points each = 100% attached 94% -100% = A 87% - 93% = B 80% or higher = Mastery 80% - 86% = C 70% - 79% = D 0% - 68% = Needs Remediation
Materials/Resources Needed	White Board, Overhead projector

* ***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, Standard (e.g., 6.EE.7) Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instruction	Student Activities
1	**Lesson 1 Objective** - "***Identify the reasons an author gives to support a point in a text" {***Learning Objective Target} (Target***)*** **Introduction:** 1 - The teacher will kindly greet the students and thank them for attending class.	Students orally read the "target learning objective"
	2 - The teacher will begin instruction by asking the students to join them and read a short story out loud together orally twice with the teacher on page 20 of the McGuffey Primer reader on an enlarged image of page 20 on the overhead projector.	The students will have this opportunity to practice their reading skills and improve their skills in comprehension by orally reading page 20 of the McGuffey Primer.
	3 - After completing the reading - teacher using direct instruction will then explain how to: A - I***dentify the point of a story*** ***B - how to identify the reason an author gives to support that point.*** (While identifying 1&2 above, the teacher will also circle them on the white board to help the students identify and understand the standard requirement being taught.)	Each student will be given time to practice their reading and comprehension skills from page 20 of the McGuffey First reader. (Student listens, observes, learns target first time)
	4 - The teacher will then ask each student individually to go to the front of the class and orally explain how to identify the main point of a story and identify the author's reason to support the point to the teacher. (Mastery Instruction)	With prompting and support, the students go to the front of the classroom and take turns explaining orally how to identify the (target) orally. (formative assessment/review).
	5 - The teacher will then pass out a photocopy of page 20 and have the students to read the story again, then circle the "point" and the "reason" described above on that page 20 worksheet.(Formative assessment)	Students are given an opportunity to practice identifying the target and practice their reading and comprehension skills by circling the "point and reason" described above.
	6 - The teacher will then ask the students to read a different story on page 26 of the McGuffey Primer reader twice silently while the teacher points to each word being read.	Students will read new story on page 26 twice silently
	7 - After completing the reading of the story on page 26 twice, the teacher with prompting and support will then explain how to ***identify the point of that story***, and explain ***how to identify the reason an author gives to support that point. (***The teacher will simultaneously circle each target on the enlarged image of page 26**.** (Target)	Student will observe the teacher explain how to identify the main point and reason the author gave to support that point of the new story on page 26

		8 - With prompting and support, the teacher will then provide a photocopy of page 26 of the McGuffey Primer reader and ask the students to identify the main point and identify the author's reason to support the point by circling them on the copy at their desk. (Prompting and support will be provided as needed) 9 - As a reinforcement to that which was just learned, the teacher will have the students take a written quiz (formative assessment) to verify academic progress. Before dismissing the class, the teacher will thank the students for attending his/her class and ask the students to identify the target of page 29 story. Class dismissed.	Students will practice mastery of lesson objective by identifying then circling the target on page 26.	
	2 5-7 min	.**Lesson 2 Objective:** ***Identify the reasons an author gives to support points in a story*****.** 1 - The teacher will kindly greet the students and thank them for attending class. 2 - The teacher will review student homework and introduce the new story simultaneously by dividing the students into pairs and have them read the story on page 29 themselves to each other orally. 3 - After an interactive discussion of the story, the teacher will then hand out photocopies of page 29 and then with prompting and support, have the student groups circle the target of the story on page 29. (target objective) 5 - During this time, the teacher and a paraprofessional aide will walk around the room observing each student's ability to read and comprehend the story and determine if they can identify (circle) the story point and reason described above. (formative assessment)	Students will participate in the review, and homework, then practice how to identify the main point of a story and how to identify the reason an author provides to support the point of the story. (target) Students form into two student partnerships and read the story on page 29 to each other twice then identify the (target) of the story on page 29 by circling it Students will be given an opportunity to practice their reading and comprehension skills and demonstrate they can identify the reason the author gave to support the point of the story. (target	

			(Formative assessment) 6 - The teacher will then pass out a photocopy of page 40 of the McGuffey Primer reader. The teacher will then ask the students to read the story silently twice, then circle the main point of the story and the reason the author gave to support the point of the story.(Prompting and support will be provided if the student shows any sign of struggling with this task.) **Summative Assessment* ****Just as the students complete the summative test, the school fire alarm will go off and the students will exit the building as required.When the students go outside, they discover the local fire department has come to give our students a demonstration of how the fire truck operates, observe firemen operate the fire hose, and listen to firemen teach fire and water safety.*** Upon the return to class, the teacher will thank the students for attending school, and kindly inform the students they did well today. Class dismissed. The formative and summative assessment scores will be entered into the school database and student progress will be monitored. Based on the results of the database, the teacher will make modifications to the next lesson plan if necessary. In a situation where the students did not score satisfactorily on the summative and formative assessments, the administration will authorize the teacher more time, support, resources whatever is required to achieve high success. Students who missed this lesson or need more instruction of this lesson have the option to stay after class and be tutored by the teacher or a tutor until target is mastered. Students who have special ed. needs will receive the services they require if they have an approved IEP and qualify for such services.	objective) Students will demonstrate their mastery of the standard when they circle the target of the story. Students take test with confidence Students apply what they learned by observing the firemen and comparing how fires were fought in the story on page 40 to how they are fought today.	

LESSON XXXIV.

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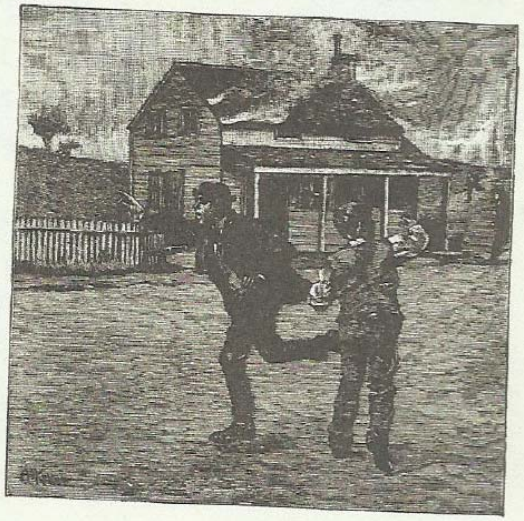

This house is on fire.
Look! the roof is in a blaze.
Run, boys, and ring the bell.
Call some men to put out the fire.
We may yet save the house,
if we work hard.

Name _____

Read aloud the following text "Bears" by Michael and Jane Pelusey, and then answer the questions below.

Bears are powerful animals with big claws. There are different kinds of bears. The polar bear is white. The giant panda is black and white. The Kodiak bear is the biggest bear in the world. It is a type of brown bear. The sun bear is the smallest bear.

In the wild, bears live mainly in the forests of Asia, North America, and Europe. Most bears eat fruit, berries, and insects and hunt small animals. Polar bears live in northern part of the world. They live in the cold Arctic region.

1. How does the author let you know how strong bears are?
   a. there are different kinds of bears
   b. Bears are powerful animals with big claws
   c. In the wild bear live mainly in the forest

2. How does the author describe the appearance of bears?
   a. The polar bear is white
   b. The giant panda is black and white
   c. The sun bear is the smallest
   d. All of the above

3. Where do bears live?
   a. In the desert
   b. In the forest
   c. In the arctic

4. Which bear is the smallest
   a. polar
   b. Kodiak bear
   c. sun bear

5. What do bears eat?
   a. Small animals
   b. Fruit berries
   c. Insects
   d. All of the above

Key

1. How does the author let you know how strong bears are?
   a. there are different kinds of bears
   b. Bears are powerful animals with big claws
   c. In the wild bear live mainly in the forest

2. How does the author describe the appearance of bears?
   a. The polar bear is white
   b. The giant panda is black and white
   c. The sun bear is the smallest
   d. All of the above

3. Where do bears live?
   a. In the desert
   b. In the forest
   c. In the arctic

4. Which bear is the smallest
   a. polar
   b. Kodiak bear
   c. sun bear

5. What do bears eat?
   a. Small animals
   b. Fruit berries
   c. Insects
   d. All of the above