Grade Level	**3**	**Content Area**	**English Language Arts - Reading**
Course Title (grades 9-12) Only			
Length of Unit	2 days	**Time of Year**	Fall - November
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 KRL.1 - 2RL.10, K.RI.1-.2.RI.10, K.RF.1-4, - 3.RF.4a, K.W.1 - 3.W.7, Knowledge that 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. Vocabulary is to grade level, Student must have sound foundation with diacritical marks, derivatives K.RF.1Review realistic fiction; discuss problem solving; write vocabulary on the board, discuss spelling and definitions; review good reading strategies		
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.*	Direct instruction, Interactive read aloud, Mastery based instruction- Partner project and problem solving Board work- show-discuss-apply method-whole group oral reading Key Ideas and Details: 1) Describe a specific cause & effect example in the text 2) Compare & contrast problems and solutions in the text 3) Find events in the text that support sequential order		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 3 Strand: 3.RI.8 Cluster: Integration of Knowledge and Ideas Standard: #8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		
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*	Due to limited pages restriction, it must be considered that the students completed a flow map independently with no prompting or support and that they also completed a multi-flow map to show cause & effect for a particular event in the text. This proves mastery of common core standard 3.RI.8. Students will complete attached related worksheet pages and take the assessment provided for this selection.		
Scoring Scale and Mastery Level	School grading scale as follows: 94% - 100% = A 20 questions @5points each =100% 87% - 93% = B 80% - 86% = C 80% or higher = Mastery of standard 3.RI.8 70% – 79% = D Needs remediation 69% - 0% = Needs remediation		

Materials/Resources Needed	McGuffey Third reader, Harcourt text selection “Alejandro’s Gift”; workbook pages, assessment, flow map & multi-flow map	
Lesson (add as needed)	**Instruction**	**Student Activities**
1	Review vocabulary **Lesson 1 Objective -** "Describe the logical connection between particular sentences and paragraphs in a text(e.g., comparison, cause/effect, first/second/third in a sequence) (Learning Objective Target} (Target***)*** **Introduction:** 1 - The teacher will kindly greet the students and thank them for attending class.	
	2 - The teacher will review vocabulary words in the McGuffey Third reader. The teacher will then pass out a list of words with their definitions to the class. The teacher will then provide assistance to students to learn the definitions first by dividing the class into partners or groups of two teams. The teacher will then instruct the students to orally practice defining the words to each other with their partner. The teacher will allow the teams a minimum of 10 minutes. (oral drilling practice) (mastery based instruction)	Students will be given an opportunity to practice challenging text words (vocabulary words) which are used in the McGuffey Third reader as partnered groups. (Applied group and direct instruction)
	3 - The teacher will then write the words on the list on each of two white boards in vertical rows. The teacher will then divide the classroom in half and challenge the teams to run up and write the definitions as fast as they can. (White board game). 3 students at each white board at a time. This game will be repeated until 100% of the students master the definitions. (Mastery based instruction). The teacher will then have the students practice their skills in reverse. The definition will be given and they must match it to the correct word. (Samples of some of the words are: abated, aperture, appeasing, consternation, culpable, impertinent, illustrious, obscurity, replete, scrupulous, subtleties, unavailing, veneration.)	Students will be provided an opportunity to improve their vocabulary in a "white board game." (Mastery based instruction) Students given another opportunity to drill in reverse. (Mastery based instruction)
	4 - The teacher will then pass out a photocopy of page 49 of the McGuffey Third reader. The teacher will ask the students read the story silently twice, then the students will take a ten question multiple choice quiz. (formative assessment)	Students will read the McGuffey Third story and answer a ten question quiz.

	5 - The teacher will pass out another worksheet with a story from the Harcourt text selection workbook pages titled "Why you should not feed animals." The teacher will then using direct instruction, provide an explanation of the standard 3.RI.8. The teacher will use the story about feeding animals to describe the specific cause and effect example which is in the text.(Target learning objective) (target). 6 - The teacher will then introduce the flow map and the multi-flow map to the students then demonstrate how it is a useful tool which easily identifies text sequencing, compares and contrasts the structure of the text and easily identifies cause and effect in a text. . The teacher has the students read the story orally and then has them take an exit quiz before the end of class. Class dismissed	Students practice their skills of reading difficult text. Students will practice their listening skills. Students are taught new skills through direct instruction Formative assessment - Students participate in an oral and written quiz.
2	Lesson 2 Lesson Objective: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) Teacher will review homework and then introduce a flow map and a multi-flow map. He/she will describe detail what the maps are, how they are used, and how they make describing the standard easy. . The teacher will then introduce how to diagram a story on a flow map and explain how to map out any text. .	Complete worksheets an opportunity to explain to the teacher what the maps are and how they are used orally until all the students can successfully explain what it is, what it does, how to use it etc. The students will be given time to complete a map of the story they read in the McGuffey reader. Students will be given an opportunity to diagram the story with the flow map which clearly identifies the logical connection

	The teacher will then pass out a worksheet with page 68 of the McGuffey Third reader and are asked to diagram the story with a flow map. The teacher then introduces a new story from Harcourt workbook series which is aligned with the target instruction objective and challenges the students to divide into four person groups and read the story as a group, then map that story as a group. (Formative assessment) The name of the story is "Hattie's Garden." Summative assessment Class dismissed .	between particular sentences and paragraphs in a text. (Target learning objective accomplished) Students are challenged to practice the new skill they have learned by reading "Hatties Garden," then as a group, map it with a cause/effect map. (Target learning objective accomplished)

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

Name _____ Date _____

Alejandro's Gift

Directions: For items 1–18, fill in the circle in front of the correct answer. For items 19–20, write the answer.

Vocabulary

1. The wind caused the blades of the _____ to go round and round.
   Ⓐ furrows Ⓑ ample
   Ⓒ windmill Ⓓ cherished

2. The little boy _____ each moment spent with his grandfather.
   Ⓐ cherished Ⓑ growth
   Ⓒ ample Ⓓ furrows

3. Dad dug _____ to plant the tomato seeds.
   Ⓐ cherished Ⓑ furrows
   Ⓒ shunned Ⓓ windmill

4. There was _____ room in the garden to plant carrots, too.
   Ⓐ ample Ⓑ shunned
   Ⓒ windmill Ⓓ admiring

5. Because my mother doesn't like crowds, she _____ the mall when it was busy.
   Ⓐ cherished Ⓑ ample
   Ⓒ shunned Ⓓ growth

6. In science class, we recorded each plant's weekly _____ in our notebooks.
   Ⓐ furrows Ⓑ cherished
   Ⓒ ample Ⓓ growth

Name _____ Date _____

Comprehension

7. This selection is a good example of realistic fiction because _____.
   Ⓐ the setting could be a real place
   Ⓑ many events are unrealistic
   Ⓒ the story was told orally before it was written
   Ⓓ the story involves technology from the future

8. Alejandro can have a garden in the desert because _____.
   Ⓐ he does not have many visitors
   Ⓑ there is a water hole next to his house
   Ⓒ the windmill brings water up from his well
   Ⓓ he does not need much water for himself and his burro

9. Alejandro works in his garden for hours because _____.
   Ⓐ the work keeps him from being lonely
   Ⓑ the garden is very big
   Ⓒ he wants the vegetables to grow quickly
   Ⓓ there are a lot of weeds in the garden

10. In this selection, woodpeckers, thrashers, and roadrunners are _____.
    Ⓐ desert flowers Ⓑ desert birds
    Ⓒ kinds of cactus Ⓓ desert fruit

11. All the animals that come to the garden _____.
    Ⓐ are small Ⓑ have long tails
    Ⓒ have fur Ⓓ have four legs

Name _____ Date _____

12. The squirrel comes to Alejandro's garden because it is _____.
   - Ⓐ curious
   - Ⓑ lost
   - Ⓒ thirsty
   - Ⓓ hungry

13. Alejandro digs a water hole to _____.
   - Ⓐ feed his animal visitors
   - Ⓑ provide water for the other, larger desert animals
   - Ⓒ water his garden more easily
   - Ⓓ get better water for his burro

14. When "the skunk darted to safety in the underbrush," _____.
   - Ⓐ the skunk got caught
   - Ⓑ Alejandro did not understand why the skunk ran away
   - Ⓒ Alejandro realized that the animals did not feel safe near the house
   - Ⓓ the skunk warned other animals of danger

15. Animals ignore the first water hole because it is _____.
   - Ⓐ salty
   - Ⓑ muddy
   - Ⓒ too shallow
   - Ⓓ in the open

16. Which word best tells about Alejandro?
   - Ⓐ defeated
   - Ⓑ determined
   - Ⓒ selfish
   - Ⓓ fearful

17. The second water hole is different from the first one Alejandro dug because it is _____.
   - Ⓐ next to his house
   - Ⓑ sheltered from his house
   - Ⓒ smaller than the first one
   - Ⓓ shunned by the large animals

Grade 3-2

Name _____ Date _____

18. Alejandro knows when animals are at the second water hole because _____.
   - Ⓐ they always come at the same time
   - Ⓑ his burro moves about
   - Ⓒ he can see them
   - Ⓓ he can hear them

19. How does Alejandro fix the problems with the first water hole?

_____

20. Explain the two meanings of the story's title, *Alejandro's Gift*. What gift does Alejandro intend to give? What gift does he receive?

_____

Answer Key →

THEME 3

Alejandro's Gift

1. C	10. B
2. A	11. A
3. B	12. C
4. A	13. B
5. C	14. C
6. D	15. D
7. A	16. B
8. C	17. B
9. A	18. D

19. digs a second water hole far from house and road, where it is screened with heavy desert growth
20. a water hole for the large desert animals; more visitors/friends