Grade Level	1	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.*	Direct instruction Interactive read aloud - Mastery based instruction- partner oral reading and problem solving Board work- show-discuss-apply method-whole group oral review, modeling 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 - 1.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 no prompting and support, our students will read a short story and answer 5 multiple choice questions which are completely separate from instruction. (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). 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).*

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. 2 - The teacher will begin by reminding students that authors provide reasons in stories as to why things happen and relate how those reasons support specific details in the text or story. 3 - The teacher will then provide the students a photocopy of page 11 of McGuffey First reader. Teacher will have the same page 11 enlarged on an overhead projector and *ask the students to orally read the story.*	Students orally read the "target learning objective"
	The teacher then ask the students to read orally along with him/her and the teacher will point to each word.as they are read. (Formative assessment - teacher will visually observe the reading skill level and mastery of the students during this reading.)	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.
	4 - After completing the reading - teacher will have a discussion using direct instruction and after answering any questions, the teacher will then explain how to: *A - Identify the point of a story* *B - identify the reason an author gives to support that point.(target)* (While identifying A&B above, the teacher will also circle them on the white board to help the students identify and understand the standard requirement being taught.)	Students participate in an interactive oral discussion Student will develop listening skills
	5 - 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 and have them circle them with a colored marker. (Mastery based instruction) The teacher will then have the students circle the target on their worksheet photocopy of page 11.	With prompting and support, each student will go to the front of the classroom and take turns explaining orally how to identify the (target) orally and circle the target on the white board and their worksheet. (formative assessment/review).
	6 - The teacher will then pass out a photocopy of page 25 of the McGuffey	Students are given another opportunity to practice their reading

			First reader and have the students to read the story again orally twice, with prompting and support, the teacher will then have them circle the main point" and the "reason" described above on their page 25 worksheet.(Formative assessment) 7 - The teacher will then ask the students to read a different story on page 62-64 twice silently. 7 - After completing the reading of the story on page 62-64 twice, the teacher using direct instruction will teach the students how to complete a circle map and flow map of the story. Then using the map, the teacher 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 (target). (*The teacher will ask the students to draw a circle and flow map of the story on page 62-64 on their worksheets (formative assessment). 8 - The teacher will then provide a photocopy of page 62-64 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.	skills and practice identifying the target by identifying it then circling the "point and reason" described above. Students will read new story on page 62-64 twice silently 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 62-64 Students will make circle and flow maps of the story on page 62-64 with prompting and support. Students will practice reading and identifying the target by circling the target on page 62-64.	
		2	.**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 then provide a photocopy of page 76-77 of the McGuffey First reader. The teacher will then ask the	Students form into two student partnerships and practice reading the story twice on page 76-77 to each other, then identify the	

			students to find a learning partner and form groups of two, then instructs them to read the story orally to one another twice. After completing the reading, the teacher will ask the group teams to identify and circle the main point of the story, and identify and circle the reason the author gave that supports the point of the story. 5 - During this time, the teacher and a paraprofessional aide will hand out a formative assessment multiple choice test regarding the story on pages 76-77 which will determine if they can identify the story point and reason described above. (formative assessment) 6 - The teacher will then pass out a photocopy of page 84-87 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* 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.	(target) of the story on page 76-77 by circling it (target) (Prompting and support will be provided if needed). 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 objective) Students will demonstrate their mastery of the standard when they circle the target of the story. Students take test with confidence	

Name _____

Read aloud the following text taken from "Life in the Deserts" by Lucy Baker, and then answer the questions below.

There are places where rain hardly ever falls and few plants can survive, where the sun scorches the earth and strong winds whip sand and dust from the ground. These places are called deserts. But not all deserts are areas of shifting sands and intense heat. In fact, rock and gravel cover the greater part of most deserts. Some deserts, such as the Gobi Desert in Asia, are actually cold for most of the year. Other deserts are blisteringly hot during the day, but temperatures drop dramatically during the night.

A surprising variety of plant and animal life struggles to survive the harsh conditions of the desert, and many people make it their home.

1. The author lets us know in what sentence how much water is in the desert?
   a. areas of shifting sands and intense heat
   b. cold for most of the year
   c. there are places where rain hardly ever falls

2. How does the author let us know what climate is in the deserts?
   a. such deserts are blisteringly hot during the day
   b. temperatures drop dramatically during the night
   c. such as the Gobi Desert in Asia, are actually cold
   d. all of the above

3. Does the author think anything lives in the desert, how?
   a. deserts are areas of shifting sands and intense heat
   b. surprising variety of plant and animal life struggle to survive the harsh conditions
   c. in fact rock and gravel cover the greater part of most deserts.

4. Do you think any people live in the desert, Why?
   a. yes, many people make it their home
   b. no, it's made of shifting sand and intense heat
   c. no, rain hardly falls and few plants can survive

5. How does the author describe the desert?
   a. Hot, cold, and ugly
   b. Hot, windy and a place where some people make their home
   c. A place that's surprising

K.RI.8 JHA Summative Assessment Key

! - C

2 - D

3 - B

4 - A

5 - B