Grade Level	**Kindergarten**	**Content Area**	**Reading**
Course Title (grades 9-12 Only)			
Length of Unit	**4 days**	**Time of Year**	**3nd Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students should have an understanding of the following standards previously learned in kindergarten: **RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **RL.K.10.** Actively engage in-group reading activities with purpose and understanding. **SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.		
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.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 3.RI.8. (2) Direct Instruction: instruction is teacher-led and driven. (3) Instruction in Small Class Size: 20-1 student-teacher ratio in kindergarten. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) RTI & Differentiated Instruction: tier-2 and 3 students identified with DORA school-wide screenings and/or formative assessments. Tier-2 differentiated instruction takes place in small homogenous groups of 3 to 5 students using the RTI core curriculum (*SRA Reading Mastery, K-6*), and/or the RTI remedial curriculum *(SRA Early Interventions in Reading, K-3)* since the two curricula address the five major components of reading (comprehension, fluency, phonemic awareness, phonics, and vocabulary). Intensive instruction takes place 3x to 5x per week for 20 to 40 minutes with a focus on the three major components of reading where students are the most deficient. Differentiated instruction with scaffolding tools provides more teacher-student interaction (demonstrations, modeling with thinkalouds, teaching and re-teaching, visual aid presentations), frequent opportunities for student practice (pre-reading, guided reading, independent reading, extra-practices and summarizing,), and specific feedback (structured discussion and reflection) (Gersten et al., 2008). Tier-3 differentiated instruction is conducted one-on-one by the teacher aide, the special education teacher or by volunteers.		
Standard Number and Description	**K.RI.8** With prompting and support, 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*	With prompting and support, students will demonstrate analysis of informational text by identifying the reasons an author gives to support points in a text. To this end, students will identify (write or dictate) 3 things/reasons why Edith Hurd, the author of *Starfish* supports that starfish are not fish at all.		

curriculum sample.	
Scoring Scale and Mastery Level	A score of 90% on the attached rubric equals mastery. On a 1-3 scale, 1 is a limited understanding of the concept even with prompting (below 75%), 2 is a basic understanding of the concept with prompting (75-89%), 3 is a mastery of the concept (90-100%).
Materials/Resources Needed	A copy of *Amazing Whales* by Sarah L. Thomson, a copy of *Starfish*, by Edith Hurd, large chart paper, markers, copy of assessment. *SRA Early Interventions in Reading* teaching materials. Gersten et al., 2008. http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Cite evidence from the book that an author uses to support points.** • Ask students to tell the theme of our current unit of study (animals who live in the sea). Review with students what they learned yesterday about clownfish. • Tell students that today they will listen to a book about whales and identify specific things the author says about whales. "What do you think the author will tell us about whales?" Allow students to respond. • Read *Amazing Whales*. Ask students to listen and look at the pictures. Say: The author says that whales are mammals. What characteristics show us a whale is a mammal? (students should respond : breathe air, etc) What are some things the author says that tell us why *whales* are mammals?" Wait for student responses. • Reread text and show illustrations on pages 6-9. Again, ask students what are some things the author says that tell why a whale is a mammal? What clues can we see in the illustrations or read in the text? If needed, prompt students with questions such as: Are whales warm blooded? Do whale babies drink milk? Do whales breathe air? • On chart paper, write "Amazing Whales." The teacher will read information learned from the book. • As students answer questions, write the answers on the chart paper: *Whales are mammals, Whales are warm-blooded, Whales breathe air, and Whales drink milk.* • The teacher has used the DORA screenings and/or formative assessments to identify at-risk students, and he/she provides the tier-2	The students will listen attentively to the read aloud. The students will give answers during guided reading and general discussion.

	group with differentiated instruction in small groups; and tier-3 students with one-on-one intensive instruction using scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-reading, re-reading, guided reading, extra-practices, summarizing; visual aids, visual presentations). If necessary, provide them remedial reading instruction with *SRA Early Interventions in Reading.*	
2	**Day 2: Objective ─ Identify the reasons an author uses to support points from a book**. • Review text, *Amazing Whales,* from yesterday's lesson. Review lesson. Remind students they are still listening for how the author supports the information. "What did they learn yesterday?" Wait for student responses. • Reread text. Say: "The author says that right whales are in trouble. What clues does she give to tell us that right whales are in trouble?" Wait for student responses. Prompt of necessary. • Continue: "Does she say that there are lots of them left? (no) Does she say that there are none left? (no) How many does she say are left? (300) show illustrations on page 25. She says that there are only 300 left. Is that very many? (no) Therefore, that is the clue the author gives us to tell us that these whales are in trouble. Does the author say any other whales are in trouble? (yes) What does she says that tells us other whales are in trouble?" • Wait for student responses. Prompt if necessary: "Are there very many whales left? Do people destroy the places where whales live? Do whales get caught in nets and are unable to eat or swim and come up for air?" • Continue the discussion, checking carefully for student participation and understanding. • Say: "She also says that whales need to be protected. This is a great clue that they are in trouble. We protect things when they are in trouble." • Record today's information on the same chart from yesterday: *Right whales are in trouble. There are only 300 right whales left. Whales need to be protected.* • Provide at-risk students with differentiated instruction in small groups (tier-2 students) or on one-on-one (tier-3 students) with scaffolding	Students will recall the learning from the previous lesson with teacher prompting, and then listen attentively to the text as it is read. Students will actively participate in whole group discussion, answering and asking questions appropriate to the discussion.

	tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-reading, re-reading, guided reading, extra-practices, summarizing; visual aids, visual presentations. If necessary, provide them remedial reading instruction with *SRA Early Interventions in Reading.*	
3	**Day 3: Objective ─With prompting and support, identify the reasons an author gives to support points in a text.** • Remind students of yesterday's lesson on whales and allow them to recall what they learned about whales, referencing the information on the chart. • Say: "Today we will learn about how whales breathe through their blowhole. Listen for how the author supports how whales breathe." • Read and show illustrations: "A whale must swim to the ocean's surface to breathe or it will drown. After a whale calf is born, its mother may lift it up for its first breath of air. A whale uses its blowholes to breathe. It can have one blowhole or two. The blowholes are on the top of its head. When a whale breathes out, the warm breath makes a cloud called a blow. Then the whale breathes in. Its blowholes squeeze shut. The whale dives under the water. It holds its breath until it comes back up." Pause to gauge student understanding of each idea. Allow for comments and questions. • Provide at-risk students with differentiated instruction in small groups (tier-2 students) or on one-on-one (tier-3) with scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-reading, re-reading, guided reading, extra-practices, summarizing; visual aids, visual presentations. If necessary, provide them remedial reading instruction with *SRA Early Interventions in Reading.*	Students will recall the learning from the previous lesson with teacher prompting, and then listen attentively to the text as it is read. Students will actively participate in discussion, asking and answering questions appropriate to the discussion.
4	**Day 4: Objective ─ Summative Assessment.** **With prompting and support, students will demonstrate analysis of informational text by identifying the reasons an author gives to support points in a text. To this end, students will identify (write or dictate) 3 things/reasons why Edith Hurd, the author of *Starfish* supports that starfish are not fish at all.** **• The summative assessment is separate from instruction, and it assesses individual, unassisted students.** • Explain to students that today you will read Edith Hurt's book *Starfish*	Students listen attentively to the text as the teacher reads it.

	and after you have finished reading. Individually, they will take a test that will require them to write or dictate three things or reasons why the author support the idea that starfish are not fish at all. • Write the following three partial sentences on the board for the test: I learned that _____ I learned that _____ I learned that _____ Students will complete the above three statements for their assessment. • Read *Starfish* and show illustrations: "Starfish are beautiful animals that can be a variety of colors, shapes and sizes, although all resemble a star. While some appear smooth, they all have spines covering their upper surface and a soft underside. If you gently turn over a live sea star, you'll see its tube feet wiggling back at you". • Continue, reading and showing pictures from the book: "Although starfish live underwater, they are not fish. Starfish do not have gills, scales, or fins like fish. They move quite differently from fish". • Continue to show pictures from the book as you read. Continue, with: "While fish propel themselves with their tails, starfish have tiny tube feet to help them move along". Keep reading the book. • Then, circle the room to meet with each student and check his/her written answers and/or collect and write down the verbal ones. **Summative Assessment:** each student's summative test will be scored using the scoring rubric.	For the summative test, students write or dictate three things or reasons they have identified that support Edith Hurt's view that starfish are not fish. They can also verbally give these things/reasons to the teacher. **Summative Assessment:** each student's summative test will be scored using the scoring rubric.

Summative Assessment

K.RI.8. With prompting and support, students will demonstrate analysis of informational text by identifying the reasons an author gives to support points in a text. To this end, students will identify (write or dictate) 3 things/reasons why Edith Hurd, the author of *Starfish* supports that starfish are not fish at all.

Directions: Student should write or dictate three things he/she reasons the author gives to support the point that starfish are not really fish. When asked, he/she needs to be able to explain, with support and/or prompting if necessary, how the author supported this information.

1. I learned that _____ _____

2. I learned that _____ _____

3. I learned that _____ _____

Scoring Guide/Rubric

The student will demonstrate analysis of informational text by identifying, with prompting and support, the reasons an author gives to support points in a text.

1	**2**	**3**
Below 75% Student has limited understanding of concept.	75-89% Student has a basic understanding of concept, but could use more practice.	90-100% Student has mastered concept.
Student is unable to describe something he/she learned. The student is unable to explain how the author supports information even with prompting from the teacher.	Student is able to write/dictate what he/she learned, but has difficulty connecting supporting reasons to the point of the text, or the student needs *excessive* prompting from the teacher.	Student is able to write/dictate 3 reasons that support the author's point with prompting and support from the teacher.