Grade Level	1st Grade	Content Area	Reading
Course Title (grades 9-12 Only)			
Length of Unit	**5 days**	**Time of Year**	**4th Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Every student is expected to understand and use all concepts and skills from the previous grade levels with regard to Reading according to Common Core State Standards. Reading: With prompting and support, identify the reasons an author gives to support points in a text. They have learned the difference between fiction and nonfiction texts and understand that an author has different purposes for writing a text.		
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: 30-2 student-teacher ratio in grade 1-3. (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 *List the Number* and full description for the required Standard.*	**1.RI.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.*	The student will demonstrate analysis of informational text by identifying the reasons an author gives to support points in a text.		

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) must be attached to the curriculum sample.*	Students will be assessed on mastery of the standard by completing the assessment. **Scoring:** Mastery is a score of 80%. Each of the 8 items is worth 5 points. Each reason is worth 4 point. The citation is worth 1 point. A total of 40 points are possible. 37- 40 points =100%, 34 - 36 points = 90%, 31- 33 points = 80%, 30 points =75%
Materials/Resources Needed	*A Picture Book of Thomas Jefferson* by David A. Adler, *A Picture Book of Benjamin Franklin* by David A. Adler, a set of *Mary McLeod Bethun* by Susan Evento (one for every two students) and recording sheet, *Thomas Alva Edison* by Wil Mara for each student, Summative 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 – The student will demonstrate an understanding of informational text.** • Review the purpose an author has for writing a book (informs, entertain, or persuade). • Conduct a picture walk of "*A Picture Book of Thomas Jefferson*." • Instruct the students to turn and talk with a partner making predictions about what the book is going to be about and why. Call on a few students to report on what their partner said. Reinforce that the author wants the reader to learn facts or important points about Thomas Jefferson, therefore the author's purpose for writing the book is to inform, or give the reader information. "When an author writes an informative text he/she makes many points, using facts or details, which supports this purpose for writing." • Read the book aloud stopping to emphasize certain points. • After reading the text call on students to recall some of the information/facts they learned about Thomas Jefferson, and record these on the board. • Use the DORA screenings and/or formative assessments to identify students at-risk of failure with the reading general curriculum. Pool these students into RTI tier-2 and 3 groups and provide tier-2 students with small group differentiated instruction with *SRA Reading Mastery,*	Students will participate in class discussion about informative texts. Students will make predictions with a partner about an unfamiliar text. Students will listen to a read aloud. Students will recall information/facts learned after a read aloud. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.

	3x to 5x a week for 20 to 40 minutes. Provide tier-3 students with one-on-one differentiated instruction. Also, use scaffolding tools (demonstrations, modeling with thinkalouds, structured discussions, pre-reading, re-reading, guided reading, extra-practices, summarizing, visual aids, and visual presentations). If necessary, provide differentiated instruction with the remedial reading curriculum *SRA Early Interventions in Reading.* • The teacher aide will provide small group or one-on-one instruction to tier-2 and 3 students.	
2	**Day 2: Objective – The student will identify reasons an author gives to support points in a text.** • Review the read aloud from the previous day, *A Picture Book of Thomas Jefferson*. Focus on the point the author makes, "Thomas Edison was curious and intelligent." • Create a chart with this statement on one side and *Reasons to Support* on other side. While you read the text have, students raise their hands if the statement you read supports the author's point. Record these statements on the *reasons* side of the chart along with the page number each is found on. • Once the book has been read, re-read the author's point and each of the support statements. The students will indicate with thumbs up/thumbs down if each statement supports the author's point. • Provide at-risk students with small group or one-on-one differentiated instruction with scaffolding tools (demonstrations, modeling with thinkalouds, structured discussions, pre-reading, re-reading, guided reading, extra-practices, summarizing, visual aids, visual presentations). Reading remediation with *SRA Early Interventions in Reading* is used if necessary.	Students will participate in a review with the teacher of information learned the previous day. Students will participate in charting the reasons the author gives for a point made in the text. Students will indicate whether the reasons on the chart coincide with the author's point. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.
	Day 3: Objective – The student will identify reasons an author gives to support points in a text. • The teacher reads *A Picture Book of Benjamin Franklin*. Focus on the point the author makes, *"Benjamin Franklin was a great inventor."* • Create a chart with this statement on one side and *Reasons to Support* on other side.	Students will listen to a read aloud. Students will participate in charting the reasons the author gives for a point made in the text. Students will indicate whether the reasons on the chart coincide with

3	• Pass out a Post-It note to each student. • Read the first few pages of text. Have students write down key words/phrases that support the point and the page number on their post it notes. • The teacher reads three or four pages, and then has the students stick their Post-Its on the chart. Re-read the author's point and each of the supportive words/phrases on the chart. The students will indicate with thumbs up/thumbs down if the reasons support the author's point. • The teacher and the teacher aide will work one-on-one or in small groups with tier-2 and 3 students or students needing extra time or assistance. If necessary, remedial instruction with *SRA Early Interventions in Reading* will be provided.	the author's point. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.
4	**Day 4: Objective – The student will identify reasons an author gives to support points in a text.** • The teacher reads *Mary McLeoud Bethune* by Susan Evento. • When the read aloud is complete, instruct students to work in pairs with their copy of the book, to identify reasons the author gives to support the point, *"She dreamed of helping all African American children go to school."* • The students will be directed to write down the reasons to support the point and the page number on a recording sheet. When they have finished, generate class discussion in which pairs of students share the reasons they found to support the author's point. • The teacher and the teacher aide will work one-on-one or in small groups with tier-2 and 3 students or students needing extra time or assistance. If necessary, remedial instruction with *SRA Early Interventions in Reading* will be provided.	Students will listen to a read aloud. Students will chart the reasons the author gives to support a point made in a text with a partner. Students will share their reasons from the text during a class discussion If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.
5	**Day 5: Objective – The student will demonstrate analysis of informational text by identifying the reasons an author gives to support points in a text.** (Summative Assessment) • The teacher will have students read *Thomas Alva Edison* by Wil Mara. • Then students will answer questions independently and submit their responses for scoring.	Summative Assessment: Students will read *Thomas Alva Edison* by Wil Mara and answer questions. Students will submit their work to the teacher for scoring.

Name: _____

Mary McLeoud Bethune

(Directions for students: Find at least four reasons the author gives to support her point, *"She dreamed of helping all African American children go to school."* Write the points and the page numbers where you find them below.

_____

_____

Page #_____

_____

_____

Page #_____

_____

_____

Page #_____

_____

_____

Page #_____

Name: _____

Thomas Alva Edison Summative Assessment

(Outcome: The student will demonstrate analysis of informational text by identifying the reasons an author gives to support points in a text.

Directions for students: Read Thomas Alva Edison. Identify the reasons the author gives to support his point, *"Thomas Alva Edison was one of the world's greatest inventors"* and write them below.)

1._____

Page #_____

2._____

Page #_____

3._____

Page #_____

4._____

Page #_____

5._____

Page #_____

6._____

Page #_____

7._____

Page #_____

8._____

Page #_____

Thomas Edison Answer Key

Edison built his first lab when he was ten years old. Page 14

Edison made a better telegraph. Page 18

He invented the phonograph. Page 20

Edison made the first light bulb. Page 22

Edison helped to build the first power plant. Page 24

He invented over 1,000 things. Page 27

He was called the Wizard of Menlo Park. Page 27

He invented a box that showed movies. Page 28

Scoring: Each of the 8 items is worth 5 points. Each reason is worth 4 point. The citation is worth 1 point. A total of 40 points are possible.

Mastery is a score of 80%.
37- 40 points =100%
34- 36 points = 90%
31- 33 points = 80%
30 points =75%