|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Content** | | | |
| **What Standards (national or state) relate to this lesson?**  (You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | [CCSS.ELA-LITERACY.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  LAFS.3.RL.1.1  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | |
| **Objectives- What are you teaching?**  (Student-centered: What will students know and be able to do after this lesson? Include the ABCD’s of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)."  Note: Degree of mastery does **not** need to be a percentage.) | During the lesson, students will be able to complete the worksheet (pg. 46 of the *Journeys Common Core: Write-in Reader Consumable*) with guidance – using textual support to answer the question. | | |
| **Evaluation Plan- How will you know students have mastered your objectives?**  Address the following:   * What formative evidence will you use to document student learning during this lesson? * What summative evidence will you collect, either during this lesson or in upcoming lessons? | Formative: Ability to read the story, and answer the question a complete sentence (providing textual support and restating the prompt).  Summative: Increase in DRA scores and reading comprehension – ability to read at a higher level when reevaluated. | | |
| **Lesson Implementation** | | | |
| **Step-by-Step Plan**  (What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)  Where applicable, be sure to address the following:   * How will materials be distributed? * How will students transition between activities? * What will you as the teacher do? * What will the students do? * What student data will be collected during each phase? * What are other adults in the room doing? How are they supporting students’ learning? * What model of co-teaching are you using? | Time | Who is responsible (Teacher or Students)? | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).   1. Call up the guided reading group two (the groups are posted on the wall). 2. “Okay everybody, we are going to read a short story! It is really interesting!” 3. Pass out the *Journeys Common Core: Write-in Reader Consumable* workbooks 4. “Open the workbook up to page 46” 5. Read the story as a group  * Read the first line, than go around the table and have each student read a sentence in the story.  1. Read the question 2. “Lets go back in the story and underline” 3. Once the students have underlined, review. 4. Answer the question together, writing in a complete sentence. 5. “Okay everybody! Good job, you can go back to your desk now” |
| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?**  This lesson connects to the interests of some of the students. The reading is related to sports, which interests any sport lover. | | |
| **Differentiation—based on the needs of your students how will you take individual and group learning differences into account.** | The entire lesson is created for a small, intensive group, which concentrates on learning differences. This specific group has a DRA reading level of 2.0 (second grade) to 2.4. The *Journeys Common Core: Write-in Reader Consumable* provides extra support for intervention. | | |
| **Relevant Psychological Theories and research taken in consideration when planning this lesson** | In order to teach and promote reading compression, methods such as reciprocal teaching (allowing the student to discuss the correct answer, and teach it to me) and instructional conversations can be used/implemented within the lesson. These methods are both based off of Vygotsky’s Zone of Proximal Development (ZDP). The methods contain elements of “cognitive apprenticeships” such as modeling and scaffolding. | | |

References:

Bohlin, L., Durwin, C., & Reese-Weber, M. (2012). *EdPsych: Modules*. New York, NY: McGraw-Hill Higher Education.