

Teacher Name:	Katja Schatte	Date:	October 24, 2017
Subject:	ELA	Grade Level:	Sixth grade
Lesson Length:	40 minutes	Topic of Instruction:	Reading comprehension
Lesson Standards	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Student-friendly wording: I can answer reading comprehension questions citing evidence from the text.</p>		
Lesson Objective	Students will be able to read a short literary text at their specific reading level (based on the STAR reading assessment) and answer reading comprehension questions using academic vocabulary with the support of sentence starters.		
Pre-requisite knowledge and Common Misconceptions	<p>Prerequisite knowledge</p> <ul style="list-style-type: none"> • Students have been practicing and assessing their reading comprehension using ReadTheory. • Students have practiced how to read a text for specific information (especially: highlighting). • Students have learned and practiced the use of academic language to answer reading questions. <p>Common Misconceptions</p> <ul style="list-style-type: none"> • Assumptions that all students will be able to go through the steps of reading a text and answering questions on their own, because we have practiced it several times. • Assumption that students will remember to begin their answers by using the provided sentence starters. • Assumption that students will easily be able to paraphrase a text that is at their reading level. 		
Lesson Agenda	<p>DO NOW (5 min.) Open your notebooks on page 3L/3R and copy the sentence starters on page 3R from the boxes to the first line right next to the boxes. Model under the document camera how to do it.</p> <p>DIRECT (5 min.) Reactivation of existing knowledge: Ask students how they go about reading a text to answer questions about it. Collect answers on the board.</p> <p>GROUP (10 min.) Students read the text for the first time and underline unfamiliar words.</p> <p>In pairs, students who are reading the same text help each other understand the meaning of the unfamiliar words. (Teacher & TA provide support where needed.)</p>		

	<p>INDIVIDUAL (20 min. Remaining work: homework)</p> <p>Students carefully read the first question and then read the text looking for and highlighting relevant information.</p> <p>Students answer the first question.</p> <p>Repeat process for the second and third questions.</p>
<p>Lesson Assessment</p>	<ul style="list-style-type: none"> • Observation (and individual support as needed by both the teacher & the TA) during task completion. • Answered questions in students' interactive notebooks.
<p>Materials Needed</p>	<ul style="list-style-type: none"> • Interactive notebooks: <ul style="list-style-type: none"> ○ Texts (differentiation according to students' specific reading levels, based on STAR reading assessment & teacher observation) <ul style="list-style-type: none"> ▪ <u>"A Tricky Monkey"</u> ▪ <u>"The Yo-Yo"</u> ▪ <u>"My Three Sisters"</u> ○ Reading comprehension questions • Document camera