

Teacher Performance Assessment in Elementary Education – Task 1

Lesson Plan #1

Direct Instruction Lesson Plan Template

General Information	
Lesson Title: Introduction to Text Structures / Organizing Key Ideas	
Subject(s): Reading	
Grade/Setting: 4 / Classroom	
<p>Prerequisite Skills/Prior Knowledge: <i>What do your students already know or what do they need to know about the selected topic to successfully participate in the lesson?</i></p> <p>Students will need to understand that texts have specific purposes and that text falls into one of two categories: fiction and non-fiction. This has been pre-taught at the beginning of the semester. They must also understand that within text there is a main idea and details to support it. They should understand that events and ideas are often related to each other and connected. Our 5 text structures have been pre-taught and hung in the classroom prior to the start of this learning segment, so students are familiar with the terms and what they represent.</p>	
Standards and Objectives	
<p>State/National Academic Standard(s):</p> <p>4R5: In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.</p> <p>4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p>	
<p>Learning Objective(s): <i>Identify what students will accomplish by the end of the lesson; needs to align with the state or Common Core State Standards and needs to be measurable (condition, behavior, and criterion).</i></p> <p>Students will be able to organize key ideas in all 5 text structures with an accuracy of 80% or more. Students will be able to implement the use of organizing key ideas in 5 unknown text structures to identify the correct text structure in each passage with an accuracy of 80% or more.</p> <p>Students will be able to read “What We Know About Bats” reading comprehension handout and answer questions with 80% accuracy.</p>	
Materials	Technology
<p><i>What materials will the teacher and the students need in order to complete the lesson?</i></p> <p>Pencil / Eraser PowerPoint Companion Handout</p>	<p><i>How will you use technology to enhance teaching and learning? (Optional: Use the SAMR model to explain the technology integration strategies you plan to use.)</i></p>

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Text Analysis Practice Handout “What We Know About Bats” Handout	PowerPoint Smartboard (Promethean)
<p>Language Demands <i>Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their understanding.</i></p>	
<p>Language Function(s): <i>The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions include identifying main ideas and details; analyzing and interpreting characters or events; arguing a position or point of view; or predicting, recording, and evaluating data. Common language functions in math include predicting from models and data, recording multiple ways to solve problems, justifying conclusions, evaluating data and explaining how or why certain strategies work.</i></p> <p>Students will identify and organize the main idea and key details from passages.</p> <p>Students will evaluate which text structure is being used in 5 separate text structures using organization of key ideas and details.</p> <p>Students will answer reading comprehension passage questions using graphic organizers to arrange key ideas.</p> <p>Students will infer, predict, and justify answers using key details from the text.</p>	
<p>Vocabulary: <i>Includes words and phrases that are used within disciplines including: words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and subject-specific words defined for use in the discipline.</i></p> <p>Description, details, cause, effect, problem, solution, compare, contrast, sequence, explain, chart, numbers, diagram, organize, context, key words, bats, unlike, nocturnal.</p> <p>Discourse and/or Syntax: <i>Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Syntax refers to the set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).</i></p> <p>The discourse will take place within whole group brainstorming and peer to peer discussion. We will use our pre-taught vocabulary to assist us in clear expression aligned with the learning objectives. The syntax involves using our graphic organizers to take information and details from within passages and apply them to our sequence, cause and effect, description, compare and contrast, and problem and solution charts. This will be done in bullet form / full sentences. Students will also be answering questions from the passage, supporting their choices with evidence from the text and</p>	

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using full sentences when applicable.	
<p>Planned Language Supports: <i>The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts of language they need to learn within disciplines.</i></p> <p>Language supports will exist in the form of open-ended questions and low-stakes formative assessments with the teacher. Prior to this lesson, scaffolded language support has occurred by introducing select new vocabulary which is found within the passages. These pre-taught words and phrases were introduced in anticipation for this learning segment and will be up on our word wall until the learning segment is complete. Students can refer to the word wall if needed. We also had a brainstorming session where we used our pre-taught high frequency vocabulary that is up on our word wall to apply to our own experiences, thereby building on background knowledge. This gave students a chance to tie new vocabulary with their cultural background, experiences, and community knowledge, giving them a better foundation for use of these words during our lessons. Language supports also exist in the form of a read-aloud, and graphics in the PowerPoint that help make connections to meaning and predictions.</p>	
Instructional Strategies and Learning Tasks	
Anticipatory Set:	
Activity Description/Teacher	Student Actions
<p>Teacher will introduce the first slide of the text structure PowerPoint, and ask students what they know about text structures. “Why do we have text structures?” “What are the names of the text structures we learned about?” This has been pre-taught to students and is included in our classroom. Teacher will then ask students for a couple examples. “Can you give me an example of a problem you’ve had in your own life?” A student can volunteer an answer. Teacher will follow up with “Can someone think of any possible solutions to this problem?” Teacher can press for examples of other text structures as well. This will allow students to be creative and connect personal and cultural experience to the lesson.</p>	<p>Students will raise their hands to share what they know about text structures so far. They will also share examples of a personal problem they’ve had, and students can brainstorm potential solutions. Students will answer questions such as: “If a tree falls down on a windy day, what is the cause and what is the effect?” Showing understanding of the basic idea of text structures and connecting their personal and cultural experience, as well as prior knowledge will be shown in the anticipatory set.</p>
Presentation Procedures for New Information and/or Modeling:	
Activity Description/Teacher	Student Actions

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<p>Teacher will present the PowerPoint to give a more detailed introduction to text structures. Teacher will ask students to help highlight key words that they feel are important within the passages. Teacher will encourage students to refer to our word wall with pre-taught vocabulary for assistance. Teacher will model to students how we derive important information from our passages to organize key ideas from the passage, paying special attention to paragraph and paragraph structure.</p>	<p>Students will assist the teacher in modeling by offering to highlight words which they believe are important to the passages. Students will refer to our word wall to help them with this task. Students will watch as the teacher models how to organize key ideas within passages, and will assist the teacher in identifying the main idea within passages and particular paragraphs.</p>
Guided Practice:	
Activity Description/Teacher	Student Actions
<p>Teacher will break students into pairs to work on their PowerPoint Companion handout. Teacher will instruct students to raise their hand upon completion of each text structure before moving on. Teacher will check pairs for understanding and offer guidance in the form of comprehension checks, and asking students to justify their work.</p>	<p>Students will work on their PowerPoint Companion handouts in pairs. Students will organize key details from the passage using graphic organizers within the handout (Venn Diagram, Sequence Charts, etc). Students will receive a lot of teacher guidance during this portion of the lesson. Students will have their work continually checked as they go, raising their hand after completion of each text structure before being checked by teacher and approved to move on.</p>
Independent Student Practice:	
Activity Description/Teacher	Student Actions
<p>Teacher will give students the handout for practicing text structure analysis. Teacher will instruct students to read each passage, highlighting important details as they go that align with text structure organization, and select the text structure that is being used in the passage.</p> <p>Teacher will hand out “What We Know About Bats” reading comprehension handout and do a read-aloud with students. Teacher will ask students to use blank graphic organizers while completing the questions, recording and organizing information that will assist them while answering the questions.</p>	<p>Students will read each passage of their text structure analysis handout, highlighting that which supports what we learned through organization of key details. Students will then refer to these details in order to evaluate which text structure is being used in the passage.</p> <p>Students will follow along during a read-aloud of the “What We Know About Bats” passage. Students will use blank graphic organizers to record and organize information from the passage according to text structure. Students will use this information while answering the questions of the passage, taking care to justify their opinions with details from the text.</p>
Culminating or Closing Procedure/Activity:	
Activity Description/Teacher	Student Actions

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<p>Teacher will collect students' PowerPoint Companion handouts as well as their text structure analysis handouts and "What We Know About Bats" reading comprehension handout to be assessed. Teacher will pull up the analysis questions on the PowerPoint and ask students to give their opinions about which text structure is being used. Teacher will instruct students to approach the Promethean board to highlight the key details of the "What We Know About Bats" passage and explain how that affected their answers. Teacher will ask students to rate their confidence in analyzing text structures on a scale of 1-4, 1 being "I don't understand it", 2 being "I need more time with this", 3 being "I understand it but couldn't teach it", and 4 being "I understand this and could teach it to another student".</p>	<p>Students will turn in their handouts for teacher assessment. Students will come to the Promethean board to address each passage, highlight the key details they found within it, and explain which text structure they chose and why. Students will compare their own answers to that of their peers and explain how the organizing of key details with our graphic organizers helped them to answer the questions in the passage. Students will justify their answers using knowledge of text structures as a support, as well as key details and clues from the text. Students will rate their confidence in analyzing text structures on a scale of 1-4, 1 being "I don't understand it", 2 being "I need more time with this", 3 being "I understand it but couldn't teach it", and 4 being "I understand this and could teach it to another student".</p>
<p>Differentiated Instruction <i>Consider how to accommodate for the needs of each type of student. Be sure that you provide content specific accommodations that help to meet a variety of learning needs.</i></p>	
<p>Gifted and Talented: Gifted students will be paired with students at a similar level. If a student finish early, they will have access to their Chromebooks where they will enter their Personal Writing Workshop. They will be tasked with choosing one text structure of focus, and creating their own paragraph aligned with this text structure, referring to our word wall vocabulary for assistance. This goes beyond our specific goal of comprehension, and allows students who are more capable the chance to use their abilities within another subject (writing). This cross-subject application is more advanced than most of the class could handle, and even gifted students will be challenged here.</p>	
<p>EL: There are no EL students in our class. However, if there was an EL student I would provide a word bank to assist them which goes beyond what is on our word wall to include a wider range of content-specific vocabulary. If their English level was sufficiently low, I would also give them a reduced reading load or adapted passage that contains simpler vocabulary more in line with their ability.</p>	
<p>Students with Other Special Needs: In this class there are many struggling readers. I am going to assist these students by pairing them together and allowing additional time to preview the main passage prior to the lesson. I will also provide these students with an audio version of the passage, read slowly by myself, so that the students can follow along in a read aloud setting, but still gives me the chance to be available for other students. For our 504 students with visual acuity problems, I will ensure text is enlarged for them, and their slant boards are being used while reading. I will also make available to them the same audio recording which other students will have access to. Our OT 504 student will have the opportunity to use her Chromebook to write her answers if she is not feeling focused enough to write.</p>	

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Assessment
<p data-bbox="365 390 487 415">Formative</p> <p data-bbox="365 420 1088 445"><i>Describe how you will monitor, support, and extend student thinking.</i></p> <p data-bbox="365 478 1421 772">Formative assessments will take place throughout the lesson by informal observation, discourse with students and monitoring discourse between students, as well as asking for justifications to student generated answers and examples. Any time a student is giving an answer to a question it is good practice to ask “why?” or “why not?” and to demand evidence to support their opinion. “How can you tell this is a detail?” or “Why do you think this is the main idea?” are questions that will come up to check for student understanding. I will encourage students to expand their thinking to relate to their personal lives and draw connections that will aid in understanding. I want to see students being able to use their new skills universally for best practice. “Can you describe your morning today based on a Sequence text structure?” is an example of integrating student experience and personal elements to check for understanding in an academic setting.</p>
<p data-bbox="365 842 495 867">Summative</p> <p data-bbox="365 871 641 896"><i>(Quizzes, Tests, products)</i></p> <p data-bbox="365 930 1421 1369">Summative assessments will take place in three parts. Firstly, students will work in pairs to complete their PowerPoint Companion handouts to organize key details of the text into charts. This teaches the students to break passages into digestible sections that make identifying text structures simpler for them. It activates prior knowledge as students are already comfortable with using Venn Diagrams and other graphic charts for organizing information. They will also complete a Text Structure Analysis handout where they are reading passages, using their new skill of organizing key details by highlighting relevant information, and choosing a text structure that aligns with their choices of key details. Whereas the first assessment checks for student understanding within each specific text structure, the second assessment allows students a low-stakes opportunity to evaluate unknown text structures. The last assessment is where students are able to apply their related skill of organizing key ideas to a reading comprehension passage with questions. This will inform me whether this skill and a knowledge of text structures is assisting them in comprehension. These three assessments combined with my formative assessments will inform and influence my instruction for the remaining two lessons of the learning segment. These assessments in conjunction will give a thorough overview of whether learning objectives and standards have been met.</p>



Text Structures

Type 1: Description

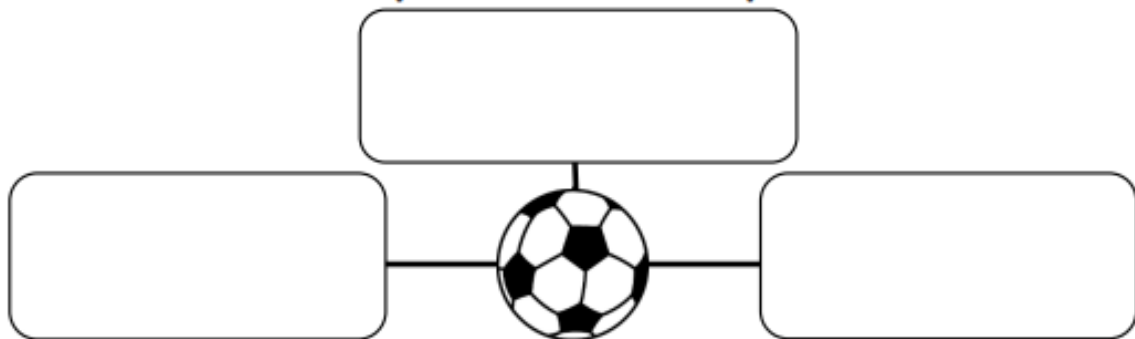
Soccer is one of the most popular sports in the world. Millions of people play soccer.

It is a fairly simple game to learn. Players try to move the ball down the field and kick it into their goal. However, a goalie stands in front of the goal and tries to block any shot the other team makes. If a team gets the ball in the goal, they score one point.

Players need to know the rules. You are not allowed to touch the ball with your hands unless you are the goalie, or you are throwing the ball onto the field from the sideline. You are also not allowed to tackle other players. The referee watches to make sure each player follows the rules.

To play soccer, you need just a few items. You need to have a ball, a large area of grass, and goals. Many players wear special shoes called cleats. These shoes have points on the bottom to help players run without slipping. Many players also wear shin guards. These protect a player's legs from getting kicked.

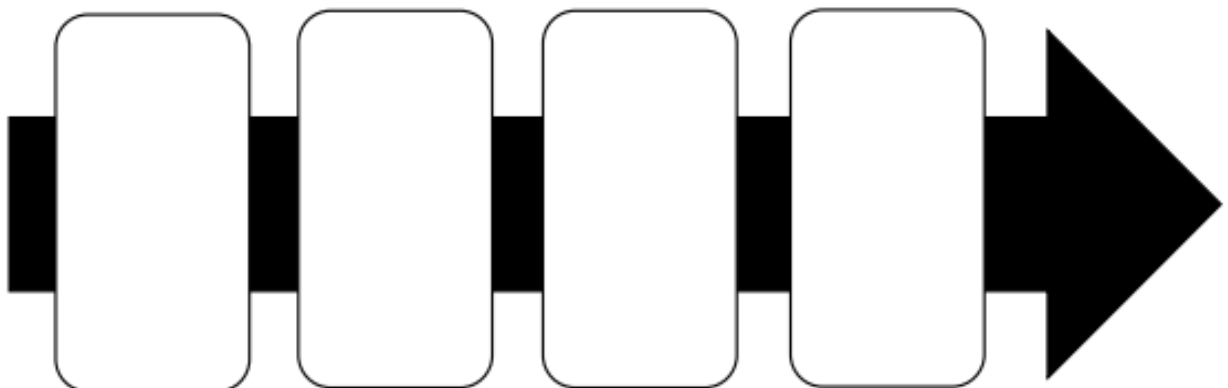
What makes this piece have a description structure?



Type 2: Sequence

Soccer is a game that has been played for numerous years. In fact, many people believe that it began in England over 800 years ago. About 200 years ago, in the early 1800s, boys in England played a sport like soccer, but they called it football. However, each school made up their own rules. In 1863, a group of players met and wrote official rules for soccer. Soccer started spreading to other countries. In 1904, an international group called FIFA formed to make sure that every team around the world followed the same soccer rules. Today, soccer is one of the most popular sports in the world!

What makes this piece have a sequence structure?

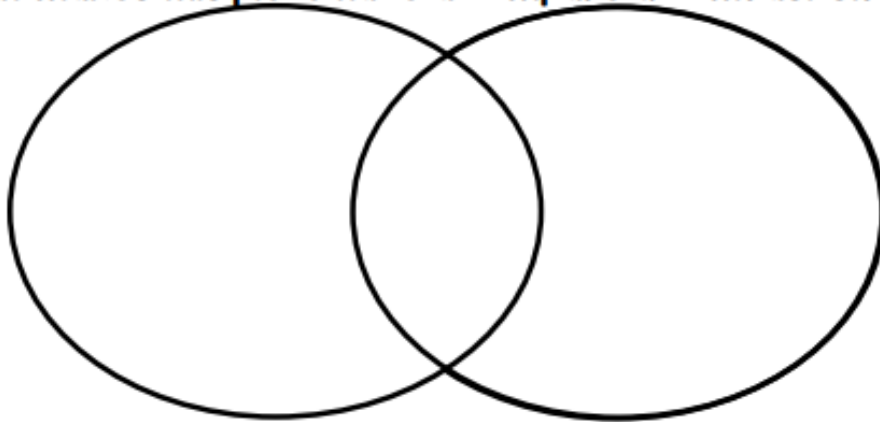


Type 3: Compare & Contrast

Soccer and football are alike in a few ways, but have many differences. One similarity is that there are eleven players on the field at one time in both soccer and football. They are both popular sports in the United States, and they both require the use of a ball and a field.

The differences between soccer and football are numerous. Soccer players use a ball shaped like a sphere, whereas football players use a ball that has two ends. In soccer, players are trying to send the ball in the goal. However, in football, players are trying to get the ball in the end zone or through the goal posts. The rules are also very different. In soccer, players are rarely allowed to touch the ball with their hands, while football players frequently touch the ball. Football players are allowed to tackle, but this is forbidden in soccer. These are just a few ways that soccer and football are different. Nonetheless, most people agree that both soccer and football are fun sports!

What makes this piece have a compare & contrast structure?



Type 4: Cause & Effect

Head injuries account for between 4% and 22% of all soccer injuries. These can result in concussions. A concussion may occur when someone's head strikes an object. The most common cause of a concussion during soccer is when one player's head strikes another player's head. The second most common cause of a soccer-related concussion is when the ball is kicked from close range and hits a player's head. Heading the ball does not cause head injuries, as long as it is done properly.

What makes this piece have a cause & effect structure?

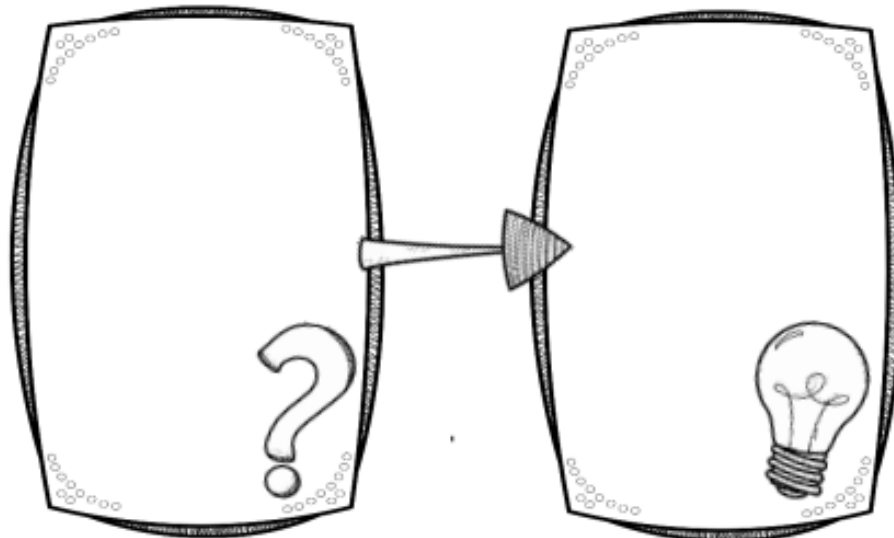


Type 5: Problem & Solution

Professional soccer players head the ball thousands of times during their careers. Doctors are unsure whether players that repeatedly head the ball are more susceptible to later head injuries. Therefore, many parents and coaches are choosing to take steps to protect young players. What are some possible protections?

- Make sure children learn how to properly head the ball.
- Use the appropriate size ball for the age of the players. (Smaller balls are less likely to cause injuries.)
- Make a "no heading" rule for the younger players.

What makes this piece have a problem & solution structure?



Now read the following passages about bubble gum! Determine the text structure used.



It is easy to get gum stuck in your hair. It's not so easy to get it out! If you happen to get gum stuck in your hair, do NOT reach for the scissors. There are several ways to remove gum from hair without getting a new haircut! The least messy method is the ice cube method. Put several ice cubes in a plastic bag and hold it against the gum. The gum should harden, making it easy to break off. Another effective method (but messier) is to work peanut butter into the gum. Egg whites, vinegar or mayonnaise are other solutions to a gum-in-the-hair catastrophe.

What is the text structure for this passage?

- A. Description
- B. Sequence
- C. Compare & Contrast
- D. Cause & Effect
- E. Problem & Solution

