

**1. Class Data**

Our Literacy Plus Intervention class consists of students who have been identified as both Tier 3 and Tier 2 based on their performance on the 5<sup>th</sup> grade ELA state exam and teacher recommendation. The class of 11 students includes 3 African American students, and eight Caucasian students. We have five girls and six boys.

Six of the eleven students are reading at an instructional level of T (beginning 5<sup>th</sup> grade), and can handle text independently at this time at about a 4.5 level. We have three students in the mid-range reading at a Q, R, or S instructionally, ranging at different levels in fourth grade. Each of these students is reading independently from 3<sup>rd</sup>-3.5. Our remaining two students are struggling with decoding text, and are much more than two grade levels behind in reading. One student is reading at an instructional level of L (second grade), and the other is reading at a third grade level of 0 instructionally.

**2. (Common Core) NYS Standards Applicable-**

Standard (RI.6.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard (RI.6.5) Analyze how a particular sentence, paragraph, chapter or section, fits into the overall structure of a text and contributes to the development of the ideas.

**3. Lesson Objectives (Students will...)-**

- **Know:**
  - Students will know why biographies are written
  - Students will know three important parts that make up a biography
  - Students will know the text features that help guide a reader and his comprehension during reading of a biography
- **Understand:**
  - Students will understand how to use strategies to self-monitor their comprehension
  - Students will understand the structure of a biography, and why it follows a time line/sequence of events.
  - Students will move towards understanding how to pull important evidence from a biography and determine its importance based on the ideas of what makes up a biography.
- **Do:**

- Students will review notes during whole class mini lesson and discuss why biographies are written.
- Identify three important pieces of information that make up a biography.
- Students will use their Bio. Kit to read and use a graphic organizer during their reading to assist in monitoring their comprehension and determine importance.
- Half of the class will participate in student/teacher progress monitoring conferences, to discuss and identify if the student is meeting his reading goal, and to assess through questions and conversation how students are using text features, the graphic organizer and self-monitoring strategies to determine the important information.
- Students will share one piece of important information that has impacted the life of their biography person, and how it relates to the ideas discussed during the mini-lesson, as to what makes up a biography.

#### **4. Prior/Subsequent Learning Connections-**

This lesson takes place during our Biography unit. The unit began last week with a think aloud of how to monitor one's comprehension and to determine important information to write down during the reading process. Following the think aloud, students were engaged in a lesson about *Why are Biographies Written?* Once our purpose was established students selected their books, and previewed their books for text features. The Bio Kit was reviewed, and the students began setting a goal of how many pages they would need to complete each day in order to finish their biography by the end of the quarter. Conferencing and self-monitoring was also established at the end of last week.

#### **5. Lesson Activities (As Applicable)**

##### **A. Introduction**

I will begin the lesson by tying in our students' learning from last week's lessons and connecting it to our work today. Students will enter class, access their Bio. Kit, and retrieve their notes. I will activate students' background knowledge by asking them questions-why are biographies written? What kinds of information can we expect to read about in a biography? How do we determine if the information is truly important to our person's life? We will also review text features by calling on students.

I will introduce the time-line graphic organizer and model how to manipulate the sticky notes from our class anchor piece of Milton Hershey to the time-line. From those notes I will determine the most important information, by pulling 4 events that impacted Milton's life, and add them to the bio kit page.

Before reading students will use the time-line to organize their sticky notes in sequence, and determine four most important events for each day of reading, ( 2 days of reading = eight or less events).

Students will have an opportunity to clarify before beginning their Bio. Kit. I will remind students that my partner teacher and I will be meeting with them to identify how they are using the text features to help them as readers, any questions they may have or what they may be wondering about their person, and any interesting facts students may have learned during their reading since our last meeting. We will also meet to discuss and take notes on how much effort and focus a student is putting forth as well as any other reading strategies that the student is using to comprehend the text and determine what is important.

**B. Individual Work:** Students will work independently with their Bio. Kit. My partner teacher and I will be available to scaffold as needed. Students will individually take notes during their reading using sticky notes and the graphic organizer. Each student has been matched with a text at their independent level that they selected based on interest to promote engagement.

**C. Group Work**

Students will be reminded of Bio. Kit time expectations in regard to behavior and being prepared to conference and share out at the end of the class one important fact they have learned about their person during their reading that had a major impact on that person's life. **Conferencing: Students** will have an opportunity to work one-to-one with me or my partner teacher every other day, for conferencing & progress monitoring while the group works on their self-selected biographies.

**D. Closure**

Students will take turns sharing their important fact they learned about their person during their reading that had a major impact on that person's life. Beforehand, we will monitor the room to assure each student understands and is ready to share out.

**6. Materials**

Bio. Kits, Conferencing/Progress Monitoring note-books, elmo, sticky notes, Milton Hershey passage, *Why Are Biographies Written?*, Time-Line/Sequence graphic organizer.

**7. Assessments(As Applicable)**

**A. Formative**

- Observation of oral responses and participation to teachers questions and prompts throughout the mini-lesson, and during the closure part of the lesson.
- Bio. Kit check of students' notes
- Record of conferencing and progress monitoring
- Observation and oral feedback during group work, checking for understanding.

**B. Summative**

Summative assessment will occur during the last few days of the quarter. Students will complete a Bio. Poster, and will develop an outline to present their Biography person to their peers and or family.

**8. Possible Adjustments to Lesson**

Depending on the length of responses from our students, the share out at the end of class may have to continue the following day beginning with the students that did not have an opportunity to do so during the current lesson. A log of share out time will be kept for each day the strategy is used during closing of the lesson.