**Lesson Plan: Author’s Points and Reasons**

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| **CCSS Connections:**  **ELA 8** | |  |  |  | | --- | --- | --- | | **K** | **1** | **2** | | With prompting and support, identify the reasons an author gives to support points in a text. | Identify the reasons an author gives to support points in a text. | Describe how reasons support specific points the author makes in a text. | |
| **Materials** | * An *Inspire My Kids* story where the author makes a point. * “Author’s Points and Reasons” Worksheet, programmed with the author’s point |
| **Duration** | * Approximately 1 hour |
| **Grade Level** | * Kindergarten - 2nd |

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|  | **Activities** |
| **Objective** | **K & 1: I will identify the reasons an author gives to support points in a text.**  **2: I will describe how an author’s reasons support specific points the author makes.** |
| **Mini-lesson/ vocab**  **10 min.** | **Introduce the vocabulary,** “points,” “reasons,” and “support.”  **Model how to support a point with details.**   * Tell students you are going to make the point that (name of your school) is the best school in the world! Display this sentence and label it, “author’s point.” * Ask students to give you reasons to support why it is the best school. Record 3 of their answers and label them, “reasons.” |
| **Practice Time**  **20 min.** | **Students locate an author’s reasons as a group.**   * Give students the programmed worksheet with the article title and the author’s point. Tell students they will help you find reasons the author gives to support this point. * Read the article to students. Students should listen for reasons the author gives as support. * After reading, have students discuss in partners or groups some reasons the author gave to support his/her point. Allow several students to share their ideas with the class. * Choose one reason and record it on your worksheet as a model. Students can draw pictures or write words (depending on grade level and ability levels) on their own worksheets. |
| **Students locate an author’s reasons in partners.**   * Read the article through a second time. This time, if students hear something that they think is a reason, they should give a designated signal (raise their hand, stand up, etc.) * Direct students to discuss another reason the author gives with a partner, decide on one idea, and record it on their worksheet. (You may want students to share before recording.) |
| **Assess**  **15 min.** | **Students locate an author’s reasons in partners.**   * Read the article a third time. Again, have students give a signal for the author’s reasons that they hear. Confirm those that are correct. * After reading, direct students to choose a third reason that the author gives to support his/her point and record it on their worksheet. |
| **Wrap-up**  **15 min.** | **Students share their answers.**   * Have students share their answers by discussing everything on the page. A good presentation would sound like this, “The author of the article, “\_\_\_” thinks that (insert author’s point). One reason he thinks that is because \_\_\_\_\_. Another reason he thinks that is because \_\_\_\_\_. Finally, he thinks that because \_\_\_\_\_.” (This kind of discussion will prepare students for writing paragraphs.) |
| **Extension** | The 2nd grade standard takes things a step further. As students add their reasons to the worksheet, you can have them defend their answers by describing HOW it supports the point. |

**Author’s Points and Reasons**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Article Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Author’s Point:** |  |

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| **Reason #1** |  |
| **Reason #2** |  |
| **Reason #3** |  |