

Lesson Plan: Dialogic Reading

Part 1: Classroom Information			
Grade: 6	Group Size: 9	Content Area: ELA	Lesson Length: ~30 min
Student Context (TPEs 1, 2, 4)			
	Needs	Strengths	Accommodations
Students with Special Needs (IEP and/or 504)	[removed for privacy]		
Students with Specific Language Needs (Multilingual Learners)			
Students with Other Learning Needs			

Building on Students' Assets (TPE 1)
This group of students meets for small-group reading every day. This format of short, non-fiction text followed by multiple choice questions is part of the standard routine for these students. This lesson will build on their familiarity with the structure of these passages and implement additional opportunities for students to pull evidence from the text to organize information from the text. It incorporates students' funds of knowledge by encouraging students to make connections between their prior knowledge of morphology/language that they might use at home and vocabulary found in the text.

Part 2: Planning for the Lesson		
A. Standards (TPE 3)		
Key Content Standard	RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	
Related ELD Standard		
Emerging/Emergente	Expanding/Amplición	Bridging/Enlace
Section 2, Part I, B6 c. Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

B. Learning Goal/Objective (TPE 3)

Students will **identify** explicit evidence from the text to **categorize topics within the reading passage** by contributing to a group chart of life and physical science descriptions.

Students will **evaluate** peers' contributions respectfully to **advance group understanding of the text** by acknowledging others' thoughts, drawing connections, and expressing positive support for each other.

C. Assessments (TPE 5)

Assessment Strategies	Evidence of Student Learning
Ask students questions throughout the reading about the main ideas of paragraphs based on evidence	"I think the main idea of this paragraph is... because [evidence]" "I agree with that idea because [evidence]" "I would also add that... because [evidence]"
Students fill out T-chart with corresponding information and evidence	"I think ___ should go under life/physical sciences because [evidence]" "I think that word means ___ because [evidence]"
Notice positive support for peers through actions or comments	Students are trying to help their peers, acknowledging same answers with "same-same" hand signal, acknowledge why some questions may have been difficult for others, have positive attitudes
Students demonstrate understanding of the text through participation in answering questions, contributing to chart, etc	Students repeat new vocabulary words as instructed Students use a silent thumb when they are ready with an answer to one of the multiple choice questions Students raise their hands to answer to questions posed by instructor

Part 3: Instructional Sequence - Engaging Students in the Learning Process

Warmup/ Opener (3 mins)	Allow students to sit at the table with their small group folders/packets. Tell them to open their packets to the passage titled "Life Science and Physical Science" (number 26). Go over small group norms: raise hands to talk, share your mistakes, label the paragraphs and line numbers, circle unknown words, underline only important information. - "What is the difference between important and interesting information?" - important information includes main ideas; interesting information might be something that you like but might still be a detail in the passage "Today I want to make sure we get a lot of practice pulling evidence from the text." - "What is evidence?" - quotes from the text - "What do we need to include when citing evidence?" - paragraph and line number
Body (~25 mins)	Start reading the text. At the end of each paragraph, have students turn and talk to a partner to discuss what the main idea/purpose of the paragraph is and fill out the main idea sheet. Emphasize that this should be just a few words (short). For recall and wh- questions, have students identify a line number from which they found

evidence in the text

Paragraph 1:

- "What is the point of this paragraph?"
 - introduce life and physical science
- "A T-chart signals comparison between the two columns. We are going to use evidence from the text to fill in the chart"
- "What do you think we should label the columns of this chart?"
 - life science and physical science

[main idea turn and talk]

Paragraph 2:

- "What is life science?"
 - line 1: "Life science is the study of life and living things"
 - "Where else have you seen the word "organic" before? Can you think of any words that sound the same and might have a similar meaning?"
- "What is physical science?"
 - line 3: "Physical science is the study of the inorganic world"
 - "Based on your knowledge of what "organic" means, how can you tell what "inorganic" means?"
 - "What are some words you could use to replace "inorganic"?"

Write these on the chart in the corresponding columns

- "What is the difference between living and non-living things?"
 - line 4: "Nonliving things do not carry out life processes"

[main idea turn and talk]

Paragraph 3:

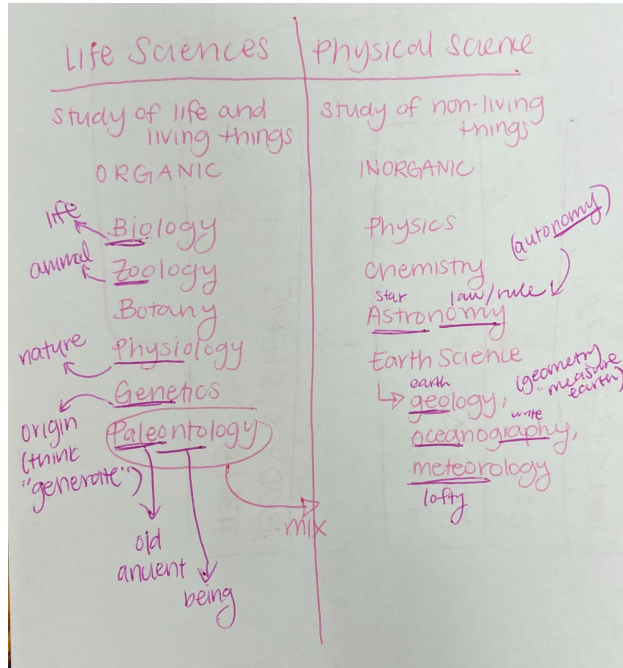
- have students repeat new science vocabulary words: biology, zoology, botany, physiology, genetics, paleontology
- "What do you think of when you see the word "zoology"?"
 - make connections to the word "zoo"
- "What do you think of when you see the word "botany"?"
 - possible connection to "botanical gardens"
- "Do you remember the word "organism"? What does it mean?"
 - from previous reading, an organism is a living thing
- "What do you think of when you see the word "genetics"?"
 - possible connection to "genes"
- Point out the phrase "the study of"
 - "Where do you see this phrase in the paragraph?"
 - "If you see this phrase in the next paragraph, I want you to read it out loud"

[main idea turn and talk]

Paragraph 4:

- "How many big subjects of physical science are there?"
 - line 1: "The area of physical science includes four big subjects"
- [have students say the phrase "the study of" aloud]
- have students repeat new science vocabulary words: physics, chemistry, astronomy, earth science, geology, oceanography, meteorology
- "geology starts with "geo". Can you think of any other words that have "geo" in them?"

	- repeat for oceanography and meteorology [main idea turn and talk] Chart Show students vocabulary images one at a time and have them decide which column of the chart they should go in. Then ask what word the image represents. For example: - "This is a model of an atom. Which physical science subject do you think this represents?" - "Do you know what this image is? [states of matter] Which of the physical science subjects do you think it represents?" Once all words are on the chart, ask: - "Are there any similarities in the spelling of the words that you see?" - -ology - "Does anyone have a guess as to what this part of the word means?" - "the study of" Reiterate some of the examples students explained earlier connecting to other word roots Passage questions: for each question - Read question aloud - give students time to answer question on their own - students will show a silent thumb when they have their answer - once all students are ready, have students raise their hands to answer - ask students to give their answer along with justification, including evidence from the text Specific evidence to look for: - question 1: use the title as a gauge for answer - question 2: again, use title as evidence - question 3: paragraph 3, line 2-4 "another is chemistry. It is the study of matter. It studies matter's properties and structure and the ways it changes" - question 4: paragraph 2, line 1 "life science is the study of life and living things" - question 5: paragraph 4, words like "one is..." "another is..." "a third is..." "a fourth is..." - question 6: paragraph 2, line 3-4 "Physical science is the study of the inorganic world. It studies nonliving things"
Closure (2 mins)	Students will add up points from multiple choice questions and add to their score charts a series of weekly science passages. Ask students: - "What do we use evidence from the text for?" - "What are some new words that you learned today?" - "What parts of the words can you use to help you remember what they mean?" Thank students for positive attitudes and willingness to participate
Resources/ Materials	Small group Reading Science packet with text and questions for students / Science text and questions book for teacher Chart paper and markers, vocabulary images, tape, Draft of chart (images will be taped next to vocabulary) Pencils



Name _____ Date _____

Paragraph Main Ideas

Title of passage: _____

In paragraph ____, the purpose is	In paragraph ____, the main idea is
There is evidence of this in line ____	There is evidence of this in line ____
In paragraph ____, the main idea is	In paragraph ____, the main idea is
There is evidence of this in line ____	There is evidence of this in line ____

Name _____ Date _____

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