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

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| **CCSS Connections:****ELA 8** |

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| **3** | **4** | **5** |
| Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Explain how an author uses reasons and evidence to support particular points in a text. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

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| **Materials** | * An *Inspire My Kids* story where the author makes a point.
* “Author’s Points and Reasons” Worksheet
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| **Duration** | * Approximately 1 hour
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| **Grade Level** | * 4th & 5th NOTE: This 3rd grade standard is more like 4th & 5th grade RI 5. Please reference that lesson plan for this standard.
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|  | **Activities** |
| **Objective**  | **I will describe how an author uses reasons and evidence to support specific points.**  |
| **Mini-lesson/ vocab****10 min.** | **Introduce the vocabulary,** “points,” “reasons,” “evidence,” 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 or evidence.”
* Have a student summarize how you made your point that, “\_\_\_\_ is the best school!”
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| **Practice Time** **20 min.** | **Students locate an author’s point and reasons as a group.*** Give students the “Author’s Points and Reasons” worksheet.
* Tell students they will find the author’s point and reasons or evidence to support that 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 what they think the author was trying to say (author’s point).
* Decide on the author’s point together. Then, discuss some reasons the author gives to support that point. Choose one reason and record it together on your worksheets.
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| **Students locate an author’s reasons or evidence in partners.** * Have students re-read the article in partners. Students may take turns highlighting reasons or evidence the author gives to support the point.
* After students read and highlight, they should record one more reason or evidence on their worksheet.
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| **Assess****20 min.**  | **Students locate an author’s reasons or evidence independently.*** Students review the article independently to locate a third reason or evidence the author gives to support the point.
* Discuss answers as a class. Then, have students complete the answer at the bottom to explain how the author supports the point. Students will take the information from the graphic organizer and put it into paragraph form. It might sound like, “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 \_\_\_\_.”
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| **Wrap-up****10 min.** | **Students share their answers.** * Have several students share their answers with the class.
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**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 or Evidence #1** |  |
| **Reason or Evidence #2** |  |
| **Reason or Evidence #3** |  |

The author of this article makes a good point! Explain how the point is made and supported.

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