Grade Level	2	Content Area	English Language Arts - Reading
Course Title (grades 9-12) Only			
Length of Unit	3 days	**Time of Year**	4th Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Knowledge from mastery of Common Core Standards: K.RL.1 - 2.RL.7, K.RI.1-.2.RI.7, K.RF.1-2.RF.4b Student also knows that an author provides key points in text, Student can identify the main point and knows author writes stories. Knows if the text is persuasive, informational, or entertaining. Vocabulary is to grade level. Student must have sound foundation with diacritical marks, derivatives.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Direct instruction--Show, Discuss, Apply. Use whole group oral reading method Interactive read aloud Mastery based instruction; Partner oral reading and problem solving; Board work; method At Risk & Physically Impaired using models and tools according to approved IEP.		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 2 Strand: 2.RI.8 Cluster: Integration of Knowledge and Ideas Standard: #8 – Describe how reasons support specific points the author makes in a text.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample*	The students will read a short story and answer 5 multiple choice questions which identify the reason the author gave which supports the point of the story		
Scoring Scale and Mastery Level	School grading scale as follows: 5 questions @20 points each = 100% 94% - 100% = A 87% - 93% = B 80% or higher = Mastery of standard 2.RI.8 80% - 86% = C 70% – 79% = D Needs remediation 69% - 0% = Needs remediation		
Materials/Resources Needed	McGuffey Second Reader, white board		

Lesson (add as needed)	Instruction	Student Activities
1	**Lesson 1 Objective -** "***Identify the reasons an author gives to support a point in a text" {***Learning Objective Target} (Target***)*** **Introduction:** 1 - The teacher will kindly greet the students and thank them for attending class. 2 - The teacher will begin by asking the students to open their McGuffey Second readers to page 38. The teacher will then orally read the new words introduced on the page, then ask the class to read the new words also along with him/her. The teacher then will ask the class to read the story with them together orally. The story title is "Kind Brother." Then repeat reading it again. 3 - After completing the reading - teacher using direct instruction will then has a show discuss-apply discussion time with the students. After answering all student questions, The teacher will turn on the overhead projector which has an enlarged image of page 38 of the McGuffey Second reader. The teacher then will explain how to: A - I***dentify the point of a story*** B ***- How to identify the reason an author gives to support that point.*** (Target) (While identifying 1&2 above, the teacher will also circle them being part of the text on the white board to help the students identify and understand the standard requirement being taught.) 4 - The teacher will then ask each student individually to go to the front of the class and orally explain how to identify the main point of a story and identify the author's reason to support the point to the teacher. (Mastery - based instruction) 5 - The teacher will then pass out a photocopy of page 38 and have the students to read the story again, then circle the "point" and the "reason" described above on that page 38 worksheet. (Formative assessment)	Students orally read the "target learning objective" The students will have this opportunity to practice their reading skills and improve their skills in comprehension by orally participating in reading a short story from page 38 of the McGuffey Second reader twice. Students will practice listening, and ask questions if they desire or need further instruction. In end, the student should be able to ***identify the reason the author gives to support the story***. (target) Each student will be given time to With prompting and support, the students go to the front of the classroom and take turns explaining orally how to identify the (target) orally. (Formative assessment/review). Students are given an opportunity to practice identifying the target and practice their reading and comprehension skills by circling the "point and reason" described above. Students will read new story on page 46 twice silently

	6 - The teacher will then ask the students to read a different story on page 46 of the McGuffey Second reader (The Bee) twice silently while the teacher points to each word being read. 7 - After completing the reading of the story on page 46 twice, the teacher with prompting and support will then explain how to ***identify the point of that story***, and explain ***how to identify the reason an author gives to support that point. (***The teacher will simultaneously circle each target on the enlarged image of page 46**.** (Target) 8 - With prompting and support, the teacher will then provide a photocopy of page 46 of the McGuffey Primer reader and ask the students to identify the main point and identify the author's reason to support the point by circling them on the copy at their desk. (Prompting and support will be provided as needed) 9 - As a reinforcement to that which was just learned, the teacher will have the students take a written quiz (formative assessment) to verify academic progress. Homework assignment: Read page 46 to parents and have parents sign off Class dismissed	Student will observe the teacher explain how to identify the main point and reason the author gave to support that point of the new story on page 46 Students will practice mastery of lesson objective by identifying then circling the target on page 46.

2	**Lesson 2 Objective:** ***Identify the reasons an author gives to support points in a story*****.** 1 - The teacher will kindly greet the students and thank them for attending class. 2 - The teacher will review student homework, then hand out photocopies of page 68 (The Tiger) of the McGuffey Second reader. The teacher will then then divide the students into pairs and have them read the new story on page 68 by themselves to each other orally twice. Then the teacher will challenge the students to identify and circle the main point of the story and the reason the author gave that supports the story together with No prompting or support. (Formative assessment - teacher will observe student's progress at this time) 3 - The teacher will then have the students present their answers and work to the class. Corrections will be made (if necessary) 4 - The teacher will then hand out photocopies of page 76-78 (Willie and Bounce) and then will have the students read the story by themselves silently twice, with no prompting and support. The teacher will then have the students identify and circle the reason the author gave that supports the point of the story.(target objective) 5 - The teacher will then pass out a photocopy of page 84 (The Bear and the Children of the McGuffey Primer reader. The teacher will then ask the students to read the story silently twice, then circle the main point of the story and the reason the author gave to support the point of the story, then complete a 5 question multiple choice test regarding the story. (Formative assessment) **Summative Assessment* Class dismissed.	The students will read the story in small groups, and receive teacher guided instruction and discussion on story content. Students will be given an opportunity to practice their reading and comprehension skills and demonstrate they can identify the reason the author gave to support the point of the story. (target objective) Students will practice their reading and comprehension skills and demonstrate their mastery of the standard when they circle the target of the story. Students take test with confidence

	The formative and summative assessment scores will be entered into the school database and student progress will be monitored. Based on the results of the database, the teacher will make modifications to the next lesson plan if necessary. In a situation where the students did not score satisfactorily on the summative and formative assessments, the administration will authorize the teacher more time, support, resources whatever is required to achieve high success. Students who missed this lesson or need more instruction of this lesson have the option to stay after class and be tutored by the teacher or a tutor until target is mastered. Students who have special education needs will receive the services they require if they have an approved IEP and qualify for such services.	
3		

***Standard Number**: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1.).

Name _____

Read aloud the following text taken from A man for all seasons, The life of George Washington Carver. Written by Stephen Krensky.

Young George Carver always liked gardens. He stuck his nose in the flowers and poked his fingers in the dirt. When a plant got sick, George figured out what would make it better. Sometimes a plant needed more water or sunshine. Other times it needed different dirt for its roots.

Nature was full of mystery- and surprises. Why did beetles attack potatoes but leave carrots alone? How did a small white seed become a big orange pumpkin? George was eager to continue his education. He wrote later. "I never saw anybody doing anything with his hands that I couldn't do with mine."

George Washington Carver spent whole life fostering his love of growing things. Unlike others who tried to conquer nature With chemicals and pesticides, Carver viewed nature as his partner. He took equal pleasure in a beautiful rose and the hundreds of uses he devised for the peanut.

Long before his death 1943, farmers and scientist including many of his former students, began furthering his work. Today, finding natural solutions to natural problems and recycling one industry's waste product into other useful forms are ideas we take for granted.

Key

1. What sentence helps the reader to know what George enjoyed doing?
   a. Nature was full of mystery and surprises
   b. Young George Carver always liked gardens
   c. George was eager to continue his education

2. What sentence helps show the point that Carver liked to learn?
   a. Carver viewed nature as his partner.
   b. When a plant got sick, George figured out what would make it better
   c. George was eager to continue his education.

3. What mystery or surprises did George find?
   a. Why did beetles attack potatoes and leave carrots alone
   b. The dirt he put his finger in.
   c. How to conquer nature with pesticides

4. What could you say George Carver was known for?
   a. Being a nature lover
   b. A scientist
   c. A mans who loved growing things
   d. All of the above

5. What title would be good for this text?
   a. natures partner
   b. Sick plants
   c. Plants from seeds