Grade Level	2nd Grade	Content Area	Reading
Course Title (grades 9-12 Only)			
Length of Unit	**5 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.*	Prior to this lesson, students have mastered the knowledge/skills described in the following Grade 2 standards: 2.RI 1 Ask and answer such questions as who, what, when why and how to demonstrate understanding of key details in a text. 2.RI 4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI 5 Know various text features to locate key facts or information in a text efficiently. 2.RI 6 Identify the main purpose of a text including what the author wants to answer, explain or describe.		
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.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 3.RI.8. (2) Direct Instruction: instruction is teacher-led and driven. (3) Instruction in Small Class Size: 30-2 student-teacher ratio in grade 1-3. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) RTI & Differentiated Instruction: tier-2 and 3 students identified with DORA school-wide screenings and/or formative assessments. Tier-2 differentiated instruction takes place in small homogenous groups of 3 to 5 students using the RTI core curriculum (*SRA Reading Mastery, K-6*), and/or the RTI remedial curriculum *(SRA Early Interventions in Reading, K-3)* since the two curricula address the five major components of reading (comprehension, fluency, phonemic awareness, phonics, and vocabulary). Intensive instruction takes place 3x to 5x per week for 20 to 40 minutes with a focus on the three major components of reading where students are the most deficient. Differentiated instruction with scaffolding tools provides more teacher-student interaction (demonstrations, modeling with thinkalouds, teaching and re-teaching, visual aid presentations), frequent opportunities for student practice (pre-reading, guided reading, independent reading, extra-practices and summarizing,), and specific feedback (structured discussion and reflection) (Gersten et al., 2008). Tier-3 differentiated instruction is conducted one-on-one by the teacher aide, the special education teacher or by volunteers.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**2.RI.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*	The students will demonstrate analysis of informational text by describing how the reasons support specific points in Wil Mara's, *Clara Barton*.		

curriculum sample.	
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Students will be assessed on mastery of the standard by completing the summative assessment from the text *Clara Barton*. Each reason is worth 1 point. The citation is worth 1 point. The description is worth 1 point. A total of 3 points is possible for each question. A total of 12 points are possible. Mastery is a score of 80% (9 out of 12 correct responses). A score of 10 = 100%, A score of 9 = 90, A score of 8 = 80% , A score of 7 = 70%, A score of 6 = 60% .
Materials/Resources Needed	*A Picture Book of Christopher Columbus* by David A. Adler, *A Picture Book of Davey Crockett* by David A. Adler, a set of *Neil Armstrong* by Wil Mara (one for every two students) and recording sheet, *Clara Barton* by Wil Mara for each student, Summative Assessment. *SRA Early Interventions in Reading* teaching materials. Gersten et al., 2008. http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Discuss why it is important to describe how a reason supports a point the author makes in a text.** • Conduct a picture walk of "*A Picture Book of Christopher Columbus*." Instruct the students to, turn and talk with a partner to identify the author's purpose for writing this text. Call on a few students to report on what their partner said. • Reinforce that the author's purpose is to inform. When an author writes and informative text he/she makes many points, using facts or details, which supports this purpose for writing. In first grade, they identified the reasons and author gave to support a point in a text. Explain to the students that they will be able to describe why an author gives these reasons to support a specific point in a text. • Read the book aloud stopping to emphasize certain points. After reading the text, review some of the points that were emphasized and the reasons given to support these points. • Model describing how the reasons support the points the author made during a class discussion. • Solicit responses from the students to the question "Why do you think it is important to not only identify the reasons the author gives to support a specific point in the text but also describe how that reason	Students will participate in a class discussion about informative texts. Students will identify the author's purpose for writing a text. Students will listen to a read aloud. Students will participate in a discussion describing how reasons support specific points the author makes in a text. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.

	supports a point the author makes in a text?” • The teacher will use the DORA screening and/or formative assessments to identify students who need extra time or assistance and group them in tier-2 and 3 pools (at-risk students). • The teacher and the teacher aide will provide tier-2 and 3 students with small group and one-on-one differentiated instruction respectively with scaffolding tools such as demonstrations, modeling with thinkalouds, structured discussions, pre-reading, re-reading, guided reading, extra-practices, summarizing, visual aids, and visual presentations. Remedial instruction with *SRA Early Interventions in Reading* will also be available to tier-2 and 3 students.	
2	**Day 2: Objective - With support describe how the reasons an author gives supports a specific point in a text.** • Review the read aloud from the previous day, *A Picture Book of Christopher Columbus*. Focus on the point the author makes *“…but he dreamed of going to sea”.* Create a chart with this statement on one side and *Reasons to Support* on the other side. • Read the first few pages of the text pausing as a reason are given to support the point. Write these reasons on the chart. • Call on students to describe how these reasons support the author’s point. Record the students’ responses in a different color on the chart. Once the book has been read, review the information that was charted. • Instruct students to indicate with thumbs up or thumbs down if the descriptions explain how the reason to supports the point the author made. • The teacher and the teacher aide will provide small group or one-on-one differentiated instruction respectively to tier-2 and 3 students, and remedial instruction with *SRA Early Interventions in Reading* will be available to tier-2 and 3 students.	Students will participate in a review with the teacher of information learned the previous day. Students will participate in charting the support the author gives for a point made in the text. Students will describe how reasons support a specific point the author makes in a text. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.
	Day 3: Objective - With support describe how the reasons an author gives supports a specific point in a text. • Read *A Picture Book of Davy Crocket*. Focus on the point the author makes “*No matter where he lived, he was popular*”. • Create a chart with this statement on one side and *Reasons to Support* on other side. Pass out Post-It notes to each student. Read the first few	Students will listen to a read aloud. Students will participate in charting the reasons the author gives for a point made in the text. Students will describe how reasons support a specific point the author

3	pages of text. Instruct the students to hold up their hand as if to signal, "STOP" as you read a reason that supports the charted point. The students will briefly describe how this reason supports this point on their Post-It. • Continue this process as you complete the read-aloud. Once the read aloud has been completed instruct students to turn to a partner and discuss their Post –Its. They will share their thinking and evaluate whether or not their descriptions tell how the reason supports the point the author made. When their discussions are finished have the students place the Post-Its they agreed on, on the chart. • Read several of the Post-Its. Ask students to indicate with thumbs up or thumbs down if the description explains how the reason supports the point. Inform the students that tomorrow they will work with a partner, with their own text to describe how the reasons an author gives supports a specific point in the text. • The teacher and the teacher aide will provide small group or one-on-one differentiated instruction respectively to tier-2 and 3 students. Remedial instruction with *SRA Early Interventions in Reading* will also be available to tier-2 and 3 students.	makes in a text. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.
4	**Day 4: Objective - With a partner describe how the reasons an author gives supports a specific point in a text.** • Read *Neil Armstrong* by Wil Mara. When the read aloud is complete instruct students that they will work in pairs with a copy of the book to describe how the reasons the author gives supports the point *"But Neil Armstrong always wanted to explore and seemed to love speed and flying."* • The students will re-read the text and identify the reasons the author gives to support the point along with the page number and record it on their paper. Under each reason, the students will describe how the reason supports the author's point. Encourage the students to discuss their thinking with each other. • When they have finished the students will participate in a class discussion and share how the reasons they found support the author's point. Call on students and ask if they wrote a different description of	Students will listen to a read aloud. Students will describe how reasons support a specific point the author makes in a text. Students will participate in a discussion describing how reasons support a specific point the author makes in a text. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.

	how the reason supports the author's point. Compare and contrast the answers given. • Inform the students that they have described the reasons an author gives to support a specific point in a text as a class and with a partner. • The teacher and the teacher aide will provide small group or one-on-one differentiated instruction respectively to tier-2 and 3 students. They will also use scaffolding tools such as demonstrations, modeling with thinkalouds, structured discussions, pre-reading, re-reading, guided reading, extra-practices, summarizing, visual aids and visual presentations. Remedial instruction with *SRA Early Interventions in Reading* will also be available to tier-2 and 3 students. • Tell students that tomorrow they will demonstrate what they have learned by doing this independently on an assessment.	
5	**Day 5: Objective - The students will demonstrate analysis of informational text by describing how the reasons support specific points in Wil Mara's, *Clara Barton*.** (Summative Assessment) • Assign students to read *Clara Barton* by Wil Mara's and a copy of the assignment. Go over the directions. The teacher will direct the students to answer questions independently and submit their responses for scoring.	Summative Assessment: Students will independently read Clara Barton and answer the questions. Students will submit their work to the teacher for scoring.

Name: _____

Neil Armstrong

Directions for students: Identify the reasons author Will Mara gives to make his point, *"But Neil Armstrong always wanted to explore and seemed to love speed and flying."* Write the points and the page numbers where you find them below. Describe how the reason supports the point.

Reason_____

How it supports point_____

_____

Page #_____

Reason_____

How it supports point_____

_____

Page #_____

Reason_____

How it supports point_____

_____

Page #_____

Reason_____

How it supports point_____

_____

Page #_____

Name: _____

Clara Barton Summative Assessment

Directions for students: Identify the reasons author Will Mara gives to make his point, *"She helped millions of people."* Write the points and the page numbers where you find them below. Describe how the reason supports the point.

Reason_____

How it supports point_____

_____

Page #_____

Reason_____

How it supports point_____

_____

Page #_____

Reason_____

How it supports point_____

_____

Page #_____

Reason_____

How it supports point_____

_____

Page #_____

Clara Barton Answer Key

Reason: Barton even took some soldiers into her own home. Page 11

How it supports point: Clara Barton wanted to help the soldiers. The hospitals were full so she brought the soldiers into her house to help them.

Reason: Barton worked in hospitals on the battlefield. Page 12

How it supports point: Clara Barton wanted to help soldiers that were hurt the worst and as soon as she could so, she worked in hospitals that were on the battlefield.

Reason: Clara Barton looked for these missing soldiers. Page 16

How it supports point: Clara wanted to help the families of the soldiers that did not come home so she looked for the missing soldiers.

Reason: She started the American Red Cross in 1881. Page 21

How it supports point: Clara learned that she could help more people if she had a group of people working with her so she started the American Red Cross.

Scoring: Each reason is worth 1 point. The citation is worth .5 points. The description is worth 1 point. A total of 2.5 points are possible for each question. A total of 10 points are possible.

Mastery is a score of 80% (8 out of 10 correct responses).

A score of 10 = 100%
A score of 9 = 90
A score of 8 = 80%
A score of 7 = 70%
A score of 6 = 60%