**Lesson Title:** Author Study Groups - Tiered Assignments  

**Content Area and Grade Level:** Reading - 2nd grade  

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**Brief Description of the Lesson/Unit:**  
Students read several titles within a group of books by the same author. Books are organized by guided reading levels. Written response assignments are tiered and group projects are designed to feature students preferred learning styles (multiple intelligences).  

**South Dakota Content Standards:**  

- **Standard numbers and exact wording**  
  2.R.1.2 (Application) Apply strategies to read and understand different types of text.  
  2.R.2.1 (Knowledge) Locate major structures in text to form an understanding of stories and other materials.  
  2.R.2.2 (Application) Explain major literary elements in text to convey an understanding of stories and informational material.  

- **Unpacked standards (in student-friendly wording)**  
  I can read and understand different kinds of stories.  
  I can identify the characters, setting, problem, and how the problem is solved in a story.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

Books are important because they can teach and entertain. In order to gain everything books have to offer, it's important to be a good reader.

2. What essential questions will guide this unit and focus both the teaching and the learning?

Is there a theme, or lesson, this author wants us to discover?
How does an author use story elements to shape a story?
What can be learned about an author by comparing and contrasting several titles written by that author?

3. What key knowledge and skills will students acquire as a result of this unit?

Students will learn to compare/contrast different titles by an author. They will identify story elements and design ways to share their author's work with the rest of the class.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

The projects at the end of the author study require students to cooperatively decide on a way to share their author's work. Group work is always challenging for some students. There are those who prefer to sit back and let others do it all, and those who take over and try to direct everyone else.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

2. Performance Tasks:

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

5. Student Self-Assessment:

6. Attach or include specific rubrics being used for this lesson/unit:
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

2. Materials, Supplies, & Resources (technology & print):

3. Classroom Management:

4. Support Services and Special Teacher Notes:
What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

2. Differentiated Content:

3. Differentiated Product: