Curriculum Sample Template
Max. 8 Pages

Grade Level	2nd Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	5 days (including 1 day for assessment)	**Time of Year**	4th quarter
Expected Prior Knowledge	Students will know how to read a text and identify the main idea. Students will be familiar with expository texts. Students will be expected to be familiar with using graphic organizers to assist in reading comprehension. Be able to answer who, what, where, when, questions from a text. Identify, with support, the main idea of a text selection.		
Alignment to Program of Instruction	The teacher will use direct instruction throughout the lessons to allow for repetition and choral responding. Students will work cooperatively in groups or pairs (Think/Pair/Share) to assist and evaluate each other's work and practice social skills. The teacher will use scaffolding techniques when teaching, and prompting to allow for support when necessary, while allowing students the opportunity to generate independent ideas. Instructors will use Think Aloud reading strategies to model strategic thinking about the text and to show the students exactly how to use the graphic organizers. Differentiated Instruction will be used to meet the needs of different learners by providing graphic organizers, rubrics, group or independent learning, and movement around the classroom. The teacher will learn the specific needs of the students and make accommodations as necessary. *Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more practice along with a task-analysis that will break down the steps needed to generate correct responses and comprehension.		
Standard Number and Description	2.RI.8 – Describe how reasons support specific points the author makes in a text.		
Summative Assessment	The summative assessment will be divided into three sections. In section 1, students will listen to the teacher read a short passage about the Alaskan state flag, and answer three multiple choice questions to demonstrating the ability to determine the author's main purpose and identify important details		
Scoring Scale and Mastery Level	Each multiple-choice question will be worth 1 point (if correct) and the short answer will be worth up to 3		

	points. Mastery will be demonstrated if the student scores at least 7 out of 9 correct. The short answer will be graded as follows: 3 points = An **exemplary** response gives an interesting and detailed response strongly supported by text evidence; 2 points = A **sufficient** response gives a clear and reasonable response supported by text evidence; 1 point = A **partially sufficient** response gives a reasonable but vague response weakly connected to text evidence. 0 points = an **insufficient** response does not respond to the question. A rubric and answer key are provided below.
Materials/Resources Needed	The article " The Family Farm: Then and Now" on page 70 in the Treasures 2nd grade textbook (Macmillian/McGraw-Hill, 2011). The article, "Meet Rosina" by George Ancona on page 83 of the Treasures textbook. Document camera, reading journals (blank composition notebooks), large flip chart. Unit assessment book for the Treasures grade 2 curriculum, 2011.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Objective: Student's will collect details from the text to from a main idea and be able to describe what author's purpose means. Introduce: Describe how good readers monitor their understanding of the text by asking questions. One question that helps is to ask why the author is writing this story or article. This is called the Author's Purpose. Use a KWL (know,want,learn) chart to have the class fill in information about Family farming after reading the title and the first 2 paragraphs. Explain that in expository text, the author is writing to tell us something, or to give us information. Explain how the "want to know" section can help to predict the author's purpose Draw an Author's Purpose chart on the board and discuss what the students will need to put into each of these boxes. Use an student example to model how to fill in the chart.	Students will read the title first 2 paragraphs and generate in think/pair/share groups some questions that they want to know learn from the selection. Participate in filling out a KWL chart as a group Students will participate in whole group reading, with time for questions and answers. Make a main idea chart with room for three details from the text.

2	Read “The Family Farm: Then and Now” with the students. Pause to clarify and ask questions to check for comprehension. Reread chapter’s one and two. Ask the students if they can identify some important details from these chapters? The teacher will think aloud how the details in the story determine the Main idea (Family farming is not common today, but is an important part of American history). Review the purpose of expository text. Review the main idea of the test just read. Think aloud how the two are similar, and how the author used details to express his or her purpose. Review and check for comprehension. Provide extra instructional time to students who do not demonstrate comprehension*.	Students will draw an author’s purpose chart in their reading journals. Students will copy the first two details into their charts. The students will use a quick think/pair/share activity to determine the last detail to include from the selection. Students will record the main idea into their charts. The students will work in small groups to write an author’s purpose statement, and list three reasons why. Each reason must be supported by text evidence.
3	Objective: Students will independently identify the author’s purpose and list a few details to support that purpose. Review: author’s purpose and supporting details. Use direct instruction with choral responding to ensure students understand author’s purpose. Ask the students to make one guess about the author’s purpose from the photographs only. Teacher walk-around to guide the small group discussions and stop to clarify details. Return to whole group. Explain how the topic and the author’s purpose are different. Ask the students to think/pair/share with a partner ways that a topic is different from the author’s purpose	Students will browse the pictures and title. Students will write in their reading notebook one question that they would like to have answered after reading the selection. Student will make predictions about the article’s main idea. Students will work in small groups to read the article and fill in an author’s purpose chart. Students will discuss in pairs how a topic is different from the author’s purpose.

4	Small group instruction: Have the students summarize the story of Rosina with a partner. Have them review the details of their Author's purpose chart. Ask questions related to cause and effect: Why does Rosina go to a special school?, Why does Rosina talk with her hands?, etc. Compare and contrast: How is your school different from the school that Rosina attends? Text Evidence: Ask the students how the pictures in the article help us to better understand the article? Have the students work in a think/pair/share to determine the author's purpose.	In small groups, students will work together to summarize the article and review the details. Students will ask and answer questions about the story Students will work in pairs to determine the author's purpose. Students will list three reasons from the text that support that idea.
5	The teacher will administer the Summative assessment. Say: "Listen while I read this story to you. You will be asked to answer three multiple-choice questions based on this story. Listen Carefully." Read the short article "The Alaska State Flag" from pg 121 of the Unit Assessment book from the Treasures Grade 2 curriculum. Then say: "Look at your test page. I will read each question to you. Listen carefully. Circle one answer for each question. Chose the best answer for each question." When the children are finished, say, "read the article " A Fun Indoor Game" that I have passes out. Answer questions 4-6 using what you read. Chose only one answer. For question 7, write a short answer using complete sentences to answer the question."	The students will listen and answer questions about an expository text using a multiple-choice format The children will read a selection and answer questions about the selection using a multiple-choice format and a short answer format.

Summative Assessment

Name:_____ Date:_____

The Alaska State Flag		A Fun Indoor Game	
1. The Author wrote this article to-	A. persuade students to enter the contest B. describe how the Alaska state flag came to be C. explain why a state flag is important D. show what is special about Alaska	4. What Problem did James Naismith have?	A. The winter was cold and wet B. He had a soccer ball to play with C. He needed a game to play inside during the winter D. He needed a game to play with a peach basket
2. All of the flags were alike because they-	A. showed something special about Alaska B. had mostly blue backgrounds C. contained polar bears D. are still the state flag for Alaska	5. Today basket ball is played differently because-	A. Players can run with the ball B. Games are played in two halves C. It is not played with a peach basket D. It is played with a soccer ball
3. What was the effect of Benny's flag winning the contest?	A. Some students drew pictures about fishing. B. One student drew a polar bear on an iceberg. C. Alaska did not have state flag. D. It became the flag for Alaska	6. When James first invented the new game-	A. It was played outside B. He used a basketball and hoops C. He didn't have any rules D. Players got a point if the ball stayed in the basket

7. Why did James invent his new game? Explain your answer and support it with details from the article:

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DIRECTIONS:

Read the selection. Then read each questions 4, 5 and 6. Decide the best answer to each question. Circle the answer you have chosen. Write your answer to question 7 in the space provided.

A Fun Indoor Game

(1) Winters in Massachusetts are cold and wet. Lames Naismith wanted to find a game to play inside during winter. He needed a game that could be played indoors in a small space. James decided to make up a new game.

(2) James hung peach baskets on either side of the room. He got a soccer ball. He made a list of rules. James invented a new game. It was called basketball.

(3) To play James's game, players could not run with the ball. They could throw it to each other but not ht it with a fist. Players got a point if the soccer ball went into the basket and stayed there. The game was played in two halves.

(4) James saw his new game grow. Soon people all over the world enjoyed playing it.

(5) Today basketball is played with a ball that bounces more than a soccer ball. Players can bounce the ball as they run. They still cannot run holding the ball.

(6) The game is not played with a peach basket. It is played with a hoop. Players score points if the ball goes through the hoop. Today most basketball games are completed in four quarters.

Scoring Rubric

Question	Answer	Rubric	Score
1	B	**1 point if correct**	/1
2	A	**1 point if correct**	/1
3	D	**1 point if correct**	/1
4	C	**1 point if correct**	/1
5	C	**1 point if correct**	/1
6	D	**1 point if correct**	/1
7	See sample answers	**3-point answer**: James invented this game because he wanted a game to play during the winter. Winters in Massachusetts are cold and wet. James wanted a game to play inside in a small space. **2-point answer**: James invented his game to have something to play indoors during the winter. **1-point answer**: James wanted to play inside.	/3
		Total	**/9**

*Mastery is demonstrated by scoring at least 7 out of 9 points.