Curriculum Sample Template
Max. 8 Pages

Grade Level	2	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
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 starting this unit, students will have learned the difference between fiction and non-fiction texts. They will know how to use non-fiction text features (e.g. headings, index, glossary) to locate specific information within texts. They will have mastered a unit on identifying main idea and details and will build off this knowledge as they learn to compare and contrast in this unit.		
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.*	These reading lessons will be taught during CASA Academy's hour-long "Reading Comprehension Integrating Science and Social Studies" block as described in the Program of Instruction. This particular unit does not link specifically to a second grade science or social studies standard; therefore, the remainder of the block each day is spent explicitly teaching a science or social studies unit separate from the reading unit. Please note that the times spent on reading instruction each day vary, so the teacher will plan the science/social studies unit to fit within the given daily times. These lessons follow the direct instruction model, including setting a purpose for learning, introduction to new material, guided practice, independent practice, and closure. Additionally, these lessons use authentic approaches as they utilize real books like those that students interact with on a daily basis and set an authentic purpose for learning each day.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Grade: 2 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Compare and contrast the most important points presented by two texts on the same topic. 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.		
Materials/Resources Needed	Double Bubble Map, teacher copy of Flying Ace: The Story of Amelia Earhart, class sets of Amelia Earhart: A Legend in Flight (from Reading A to Z), The Story of the Statue (Reading A to Z), The Statue of Liberty by Lucille Recht Penner, Young Helen Keller, and Hellen Keller (Reading A to Z)		

* ***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).*

Lesson (add as needed)	Instructional Strategies	Student Activities
1	**Objective:** Students will be able to compare and contrast with simple topics. **Introduction to New Material (5 minutes):** Teacher will explain what compare and contrast mean. "Compare means to find the things that are alike. Contrast means to find the things that are different." Teacher will show students hand motions to show the difference between compare and contrast. For compare, the teacher will bring his/her hands together and for contrast the teacher will pull his/her hands apart. Teacher will have students make the motions while saying the definitions several times. Teacher will explain that we must be able to compare and contrast in real life so that we better understand things and the world. For example, when we are deciding which video game system to buy, a Wii or a PS3, we need to decide which one is the best choice for us to buy so we have to compare and contrast the different features of each one. Teacher will prompt a discussion about other things we might need to compare and contrast in our everyday lives.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will make the hand motions for compare and contrast with the teacher while saying the definition several times. Students will again use predetermined listening norms to demonstrate they are listening actively.
	Teacher will explain that we are starting a unit on comparing and contrasting two nonfiction or informational texts. Teacher will explain that we will be using a double bubble map to help with comparing and contrasting. Teacher will model how this works with dogs and cats, writing in similarities and differences of dogs and cats on the double bubble map.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.) while the teacher models.
	Guided Practice (10 minutes): Teacher will tell students that we will now try comparing and contrasting penguins and eagles (topics the class already knows a good deal about). The teacher will direct students to create a new double bubble map as the teacher writes, comparing and contrasting penguins and eagles using student input. Teacher will guide the conversation to ensure that students see the difference between comparing and contrasting.	Students will create a double bubble map with the teacher to compare and contrast penguins and eagles. Students will provide input as directed by the teacher.
	Teacher will direct students to complete one final similarity and one final difference between eagles and penguins as a final check for	Students will find one final similarity and one final difference between

	understanding. Teacher will quickly check student responses to determine which students are able to compare and contrast the two topics independently. **Independent Practice (10 minutes):** Teacher will direct students to create a double bubble map comparing sharks and dolphins. Meanwhile, the teacher will work with a small group of students who did not demonstrate mastery of the objective during the final check for understanding to provide further guided practice. Teacher will release students to independent practice as they demonstrate mastery of the objective. **Closure (5 minutes):** Teacher will bring the class back together. Teacher will ask students to think-pair-share to discuss the purpose of comparing and contrasting. Teacher will circulate to listen to student responses. Teacher will ask several students with exemplar responses to share out with the class.	the two animals as directed by the teacher. Students will create a double bubble map comparing sharks and dolphins. A small group of students (who did not demonstrate mastery of the objective during the final check for understanding) will work with the teacher in further guided practice as directed by the teacher. Students will return to their seats and complete independent practice as directed by the teacher. Students will think-pair-share, discussing the purpose of comparing and contrasting. Several students will share their responses with the class as directed by the teacher while other students listen actively to their responses.
2	**Objective:** Students will be able to describe the most important points in texts. **Introduction to New Material (10 minutes):** Teacher will ask students to think back to the unit on main idea and details taught earlier in the year. Teacher will ask students to think-pair-share with a partner what main idea means. Teacher will circulate to hear student responses and then ask a student to share out. Teacher will prompt a discussion about why it is important for us to be able to identify the main idea of a text (because it will help us to understand the topic better). Teacher will explain that this week we will build on our knowledge of main idea to compare and contrast the most important points in two texts about the same topic. Today we will start by identifying the most important points in two different texts. Teacher reads selected parts of Flying Ace: The Story of Amelia Earhart aloud to students. As the teacher reads, he/she models finding the most important points in each chosen section and writing them down on chart paper. Teacher discusses how he/she knows the chosen points are the most important (because they are what the text is mostly about).	Students think-pair-share with their partners, discussing what main idea means. One student shares out while other students listen actively. Students discuss why it is important to be able to identify the main idea of a text. Students will actively listen using predetermined listening norms (nodding, flea claps, etc.) while the teacher models.

	Guided Practice (15 minutes): Teacher directs students to create their own charts with their partners. Teacher specifies sections of Amelia Earhart: A Legend in Flight (from Reading A to Z) for students to read with their partners. Students read the sections with their partners, recording the most important points in each section. The teacher circulates to assist students as necessary. After each short section of text, the teacher brings the class back together to engage students in a discussion of the most important points and to ensure students have recorded accurate information on their charts.	Students create their own charts with their partners. Students read assigned sections of Amelia Earhart: A Legend in Flight, recording the most important points in each section. After each short section of text, students discuss the most important points in each section with the class. Students check to make sure they have accurate information recorded in their charts as prompted by the teacher.
	Teacher brings students back together and assigns one final section of text for students to read independently. Teacher directs students to write the most important point in the section on their whiteboards and quickly checks student responses.	Students read one final section independently. Students write the most important point in the assigned section on their whiteboards and show the teacher their responses.
	Independent Practice (15 minutes): Teacher directs students to complete independent practice, reading sections of Young Helen Keller and Helen Keller, and recording the most important points from each section in a new chart. Meanwhile, teacher pulls a small group of students who did not demonstrate mastery of the objective based on the final check for understanding or who require assistance reading a grade level text. Teacher provides additional guided practice or support reading the text to these students and releases students to independent practice once they demonstrate mastery.	Students complete the independent practice as directed by the teacher. A small group of students work with the teacher in a small group. As students demonstrate mastery of the objective, they are released to independent practice.
	Closure (5 minutes): Teacher brings the class back together. Teacher asks students to think-pair-share with their partners about how they can apply today's learning in their independent reading. Teacher circulates to hear student responses and asks several students with exemplar responses to share out.	Students think-pair-share with their partners about how they can apply today's learning in their independent reading. Several students with exemplar responses share out while other students listen actively.
3	**Objective:** Students will be able to compare and contrast the most important points presented by two texts on the same topic. **Introduction to New Material (10 minutes):** Teacher reminds students that this week we will build on our knowledge of main idea to compare and contrast the most important	Students describe and define comparing and contrasting to a partner.

	points in two texts about the same topic. Teacher asks students to think back to when we talked about compare and contrast earlier in the week. Teacher asks students to define and describe comparing and contrasting to a partner. Teacher circulates to listen to student responses and then selects one student to share. Teacher prompts the class to review the hand motions for compare and contrast (if they have not already done so in their discussion with their partners).	One student shares with the class while other students listen actively. Students review the hand motions for compare and contrast.
	Teacher tells students that today we will build off our work yesterday. Teacher references the charts created yesterday during Introduction to New Material and Guided Practice that state the most important points from the two Amelia Earhart books. Teacher models comparing and contrasting a few of the most important points from the two books and recording his/her thinking on a double bubble map. Teacher shares his/her metacognitive process by thinking aloud.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Guided Practice (10 minutes):	
	Teacher directs students to work with their partners from yesterday to compare and contrast specific sections of the two Amelia Earhart books by creating double bubble maps. Teacher circulates during this time to assist students as necessary and to collect data on who is struggling to meet the objective. Teacher brings the class back together and has several partnerships share with the class, describing their thinking.	Students work with their partners from yesterday to compare and contrast specific sections of the two Amelia Earhart books by creating double bubble maps. Several partnerships share with the class. Students will actively listen using predetermined listening norms (nodding, flea claps, etc.) while other students share out.
	Independent Practice (18 minutes)	
	Teacher directs students to use their charts about the two Helen Keller books they read yesterday to help them create a double bubble map comparing and contrasting the most important points in the two books. Meanwhile, teacher pulls a small group based on data from the guided practice to provide additional support.	Students use their charts about the two Helen Keller books they read yesterday to help them create double bubble maps comparing and contrasting the most important points in the two books. A small group of students works with the teacher as needed.
	Closure (2 minutes)	
	Teacher brings the class back together. Teacher asks students to answer the following questions with their partners: "How can comparing and contrasting the most important points in two books help you become a better reader? How can this help you become a better writer?" Teacher circulates to hear student responses and asks several students with exemplar answers to share with the class.	Students discuss the questions with their partners. Several students share with the class while other students listen actively.
4	**Assessment:** Compare and contrast the most important points	

	presented by two texts on the same topic.	
	5 minutes: Teacher summarizes the class' learning this week by referencing the double bubble maps they made together to compare and contrast the most important points presented by two texts. Teacher explains how this skill will help them to be amazing researchers when they are in college.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	25 minutes: Teacher directs students to complete the assessment. Teacher monitors student progress, but does not assist students in the completion of the assessment in any way.	Students independently complete the assessment.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Summative Assessment:
Use The Story of the Statue (Reading A to Z) and The Statue of Liberty by Lucille Recht Penner to complete the assessment.

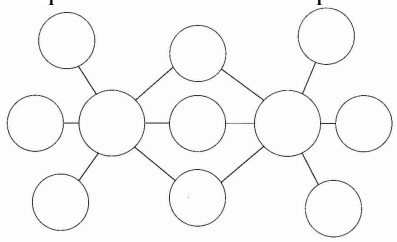
1. What is the most important point made in The Story of the Statue (Reading A to Z) on pages 5-6 under the heading "A Gift From France"?

2. What is the most important point made in The Statue of Liberty by Lucille Recht Penner on pages 10-11?

3. How were the points made in #1 and #2 similar or different?
The points made were _____ because _____.

4. Now read the full texts of The Story of the Statue (Reading A to Z) and The Statue of Liberty by Lucille Recht Penner. As you read, create a Double Bubble Map to compare and contrast the most important points you learned from each text. Give at least three (3) similarities or differences about the information you learned. You may **NOT** include the important points already discussed in #1-3 above.

Sample Double Bubble Map:



Summative Assessment Answer Key and Scoring Rubric:

*All of the questions are open-ended but should include responses similar to the bolded responses written below. As long as the response provides similar

information, it will be considered correct even if the sentences are not exactly like the ones written below. There are a total of seven points that can be earned on the summative assessment and all assessment items will together determine a student's proficiency with the given standard. Students must earn at least six out of seven points (86%) to demonstrate mastery. (The bar of mastery at CASA Academy is 85% or higher. However, for this assessment, it is not possible to earn exactly 85%.)

Use The Story of the Statue (Reading A to Z) and The Statue of Liberty by Lucille Recht Penner to complete the assessment.

1. What is the most important point made in The Story of the Statue (Reading A to Z) on pages 5-6 under the heading "A Gift From France"?
France wanted to help America celebrate 100 years of independence so they gave America a gift (the Statue of Liberty). (1 point)

2. What is the most important point made in The Statue of Liberty by Lucille Recht Penner on pages 10-11?
The people of France gave the Statue of Liberty to the United States as a present. (1 point)

3. How were the points made in #1 and #2 similar or different?
The points made were _____ because _____.
The points made were similar because both books gave information about how the Statue of Liberty was given to the United States as a gift. (1 point)

4. Now read the full texts of The Story of the Statue (Reading A to Z) and The Statue of Liberty by Lucille Recht Penner. As you read, create a Double Bubble Map to compare and contrast the most important points you learned from each text. Give at least three (3) similarities or differences about the information you learned. You may **NOT** include the important points already discussed in #1-3 above.

Rubric for #4:

	0 points	**1 point**	**2 points**
Compare and contrast the most important points from books about the Statue of Liberty	Includes 0-1 comparisons or contrasts of the most important points OR Majority of the work is inaccurate	Includes 2 comparisons or contrasts of the most important points OR Includes 3 different comparisons or contrasts with some inaccurate information included	Includes 3 different comparisons or contrasts of the most important points AND comparisons are accurate
Identify whether or not important points from the books are the same or different	0-1 points are correctly organized in the double bubble map, showing whether they came from one book or both books using connecting line(s)	2 points are correctly organized in the double bubble map, showing whether they came from one book or both books using connecting line(s)	3 points are correctly organized in the double bubble map, showing whether they came from one book or both books using connecting line(s)