Curriculum Sample Template
Max. 8 Pages

Grade Level	2nd Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	Reading 2		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Understanding of the key features on informational text.		
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.*	This unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**Strand: Reading Standards for Informational Text** **Cluster: Integration of Knowledge and Ideas** **Standard: #9 - Compare and contrast the most important points presented by two texts on the same topic.**		
Materials/Resources Needed	• Journeys context cards • Journeys student texts (including "Animals Building Homes" and "Whose Home Is This?") • Journeys teacher text (including "Animals Building Homes" and "Whose Home Is This?") • Graphic organizer • Summative assessments		

* ***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	• Teacher will ask students to remember the key features of informational text. • Teacher will break class into groups and ask each group to explore a vocabulary word using a Context Card from Journeys 2014. • Teacher will ask students to discuss with a partner what they have read.	• Students will use think-pair-share to brainstorm key features and then share with the whole class. • Students will discuss with group the vocabulary word, its meaning, and create a variety of examples of sentences using the word. Students will then present their word to the class. • Students will read "Animals Building Homes" independently in their Journeys 2014 texts. • Students will share with their partner what the story was about and identify important points of the text.
2	• Teacher will show the cover page of the story to remind students of the story "Animals Building Homes" that they have already read and ask students to try to remember any of the key features of informational text that they found in the story. • Teacher will display a graphic organizer and explain that as students read through "Animals Building Homes" for the second time with their partner that they will be searching for the text and graphic features that they discover throughout the story and their purpose.	• Students will volunteer any key features that they can remember from the text. • Students will work with a partner to read the story again and as they read will complete the graphic organizer to identify the features, their page numbers, and their purposes. Students will then discuss their findings as a class to see if there are commonalities or differences in what they found.
3	• Teacher will ask students to provide some of the key features of informational text. • Teacher will model how to generate a question about the text and how to go back through to text to find the answer.	• Students will volunteer examples of key features that they found and listed on their graphic organizer previously. • Students will work in a small group to generate their own questions about the text and practice finding the answers in the story.
4	• Teacher will display the front page of the informational text "Whose Home Is This?" • Teacher will ask for students to share what they	• Students will share what they initially notice about the text. • Students will read "Whose Home Is This?" with a partner, discuss what they have read, and list important points from the text..

	noticed about the text. Connection will be made either through student responses or through guided questioning by the teacher to the similarities between the two texts. • Teacher brings back small groups to a whole class instructional moment to have groups share their findings with the whole.	• Students will discuss and list how the two texts are alike and different with a small group. • Students share their lists of similarities and differences and generate a class list that is collaborative.
5	• Teacher gives summative assessment.	• Students take summative assessment independently.

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

Students receive 20 points for each of the five items on the summative assessment:

The 100 points possible assessment will reflect the school's grading scale:
90 -100 = A – Mastery
80 – 89 = B - Mastery
70 – 79 = C – Needs Screening for Remediation
60 – 69 = D – Needs Remediation
0 – 59 = F – Needs Intensive Remediation

Comparing Informational Text Assessment

Strand: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standard: #9 - Compare and contrast the most important points presented by two texts on the same topic.

Essential Student Question: Can you compare and contrast the most important points presented by two texts on the same topic?

Read the articles "How do bats help people?" and "How do dogs help people?" and answer the questions that follow.

How do bats help people?

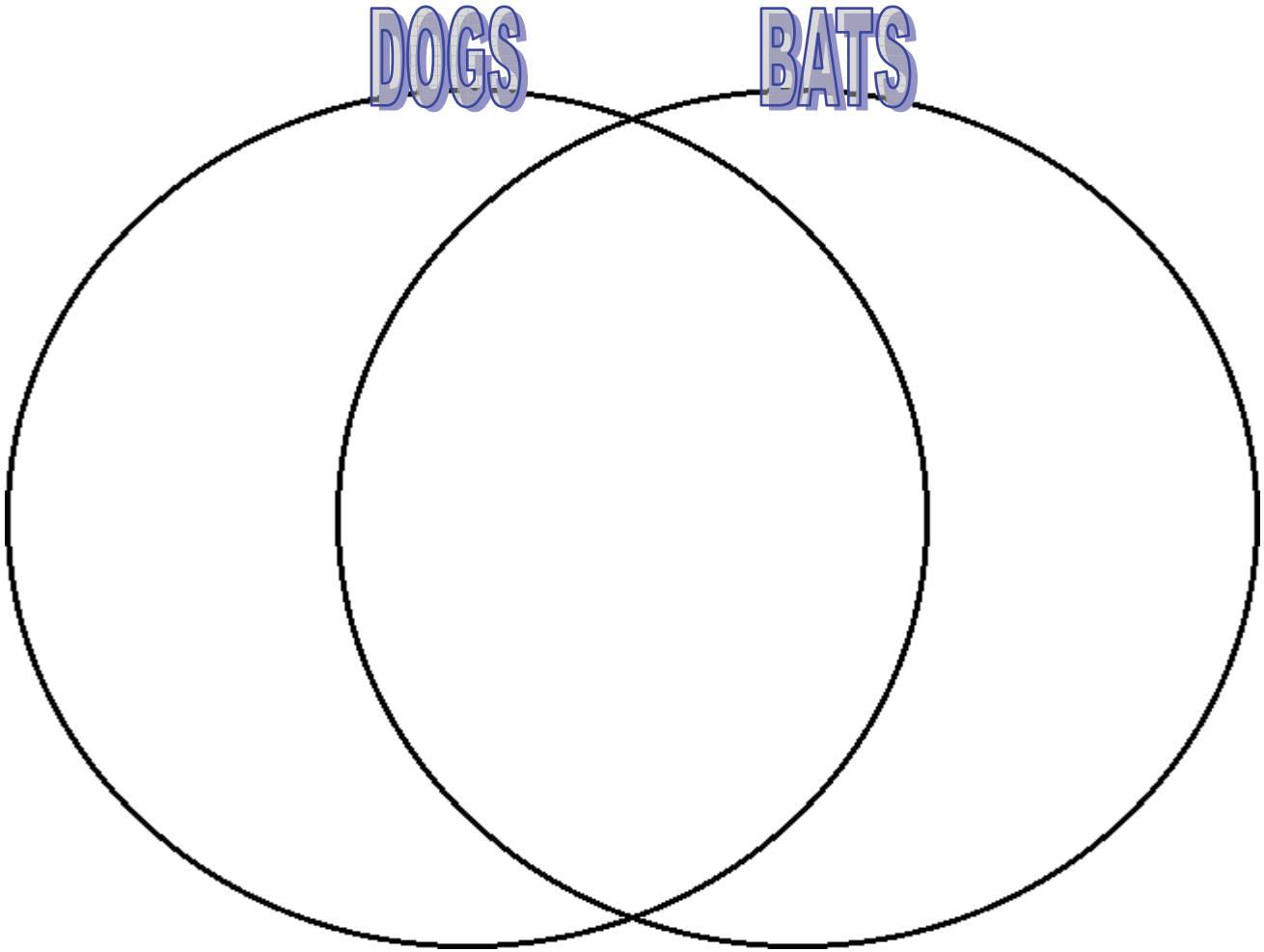
Bats help people in several ways. For example, some bats eat the bugs that bite people and destroy plants. Bats can also help people by eating fruit. After they eat the fruit, bats sometimes drop seeds. The seeds then grow into new plants. Bats are very interesting and unusual animals. Not only can they fly, but they also make the world a more pleasant place for people.

How do dogs help people?

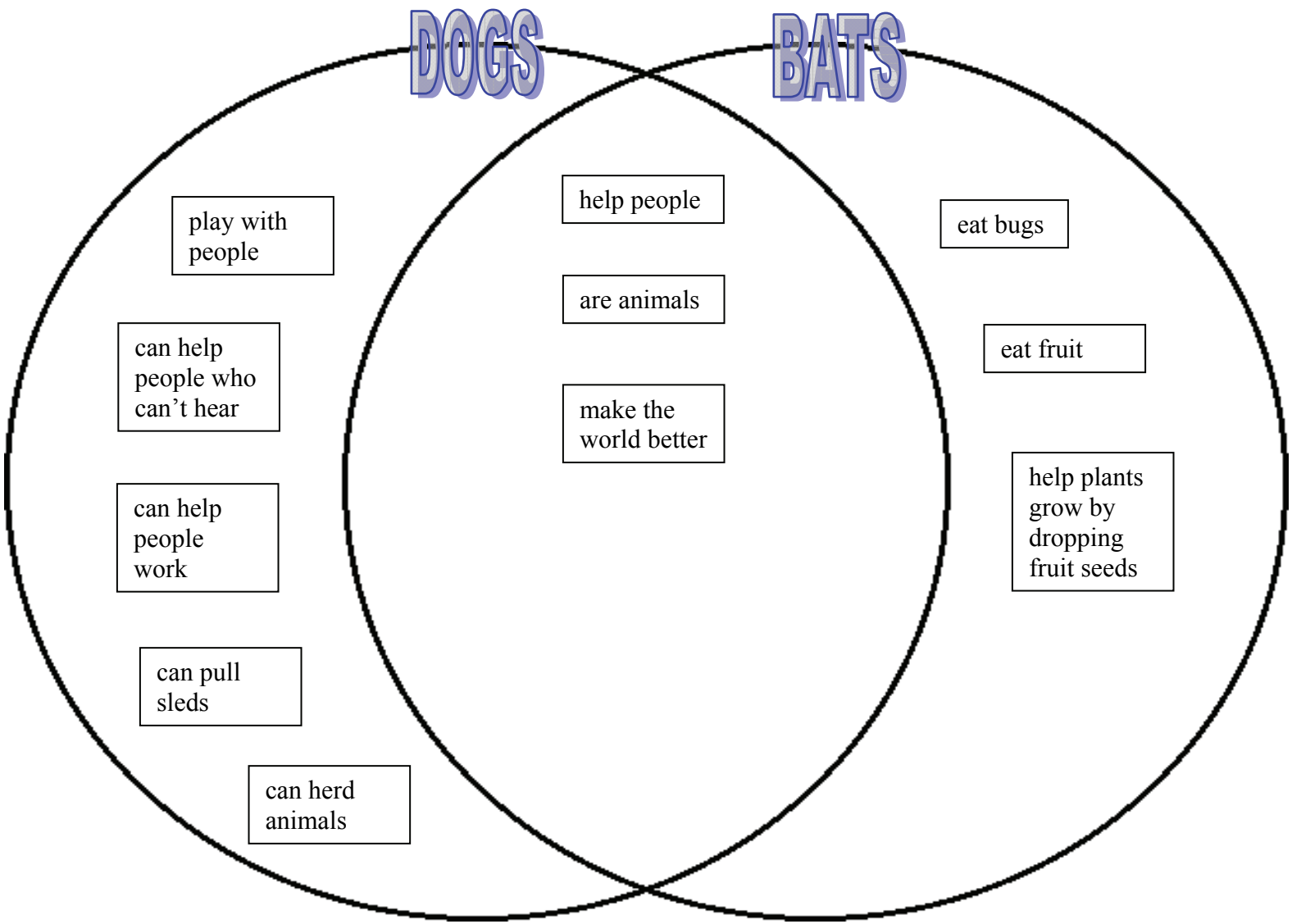
We love playing with cute dogs. Not all dogs are pets. A dog can be trained to help people do many things. Dogs can be trained to listen and help people who can not hear and let them know when they have a visitor at the door by putting a paw on their hand. Dogs can also be trained to be sled dogs in places where there is so much snow that roads are blocked. They use dogs to pull their sleds to get places. Dogs can also be trained to help people work. They help people herd animals to stay together and make sure they are safe. Herd dogs and others are used as both partners and pets!

Questions:

Using the two stories, complete the Venn diagram using as many details as you can.



Comparing Informational Text Assessment Key



Venn Diagram Rubric

Objects being compared in the Venn diagram:
"Bats" and "Dogs"

	3 ***Strong Grasp***	2 ***Progressing***	1 ***Not in Evidence***
Text support of comparison statements	All statements are supported by the text.	Most statements are supported by the text.	Few or none of the statements are supported by the text.
Placement of statements within the Venn diagram	All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle.	Most statements are placed in the correct circle, but student mixed up a few statements.	Few statements are placed in the correct circle.
Number of quality statements	Student is able to make three or more comparison statements in each circle.	Student is able to make 2-3 comparison statements in each circle.	Student makes one or fewer comparison statements in each circle.

Scoring summary for summative assessment: 9 points total **Raw score = _____/9 points** **_____%**	The 9 points possible assessment will reflect the school's grading scale: 90 -100 = A – Mastery 80 – 89 = B - Mastery 70 – 79 = C – Needs Screening for Remediation 60 – 69 = D – Needs Remediation 0 – 59 = F – Needs Intensive Remediation