Curriculum Sample Template
Max. 8 Pages

Grade Level	Second Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Scholars will be able to read grade level text fluently. Scholars will understand that there are many types of text, including brochures, newspapers, digital media, books both fiction and informational and what distinguishes them from each other based on text procedure, descriptions and illustrations. Scholars will have had some interaction with identifying the key points within a text, however, not to the level of mastery. Scholars are familiar with various types of graphic organizer and able to complete them independently. Scholars will speak and write in complete sentences and are able to take a written assessment independently without support of the teacher. Scholars will understand the Science content of life cycles in nature. Scholars will also be able to use a table to find information and create a power point presentation.		
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 aligns to the Core Knowledge Sequence. The domain of "Cycles in Nature" will be concurrently taught in Reading, Writing and Science at the second grade level. This skill of comprehending informational / explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards. The content knowledge of Earth Sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. As describe in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group instruction, independent practice and ongoing assessment.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**2.RI.9** Compare and contrast the most important points presented by two texts on the same topic.		
Materials/Resources Needed	Science textbooks, graphic organizers, various types of texts on the same topic, tablets and computer for power point presentations. Scholars will use their white boards, Post-It notes and markers.		

* ***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:** Scholars will identify the key points in two types of texts. **Anticipatory Set:** Teacher will display a chart on the board with one topic and spaces for key points. Give the scholars Post-It notes, and various types of texts. Direct the scholars to scan their text and write one key point from the text. **Lesson**: The scholars will identify similarities and differences in the key points when comparing two different texts on the same topic. To the whole group, review the key points that scholars listed. Instruct them that key points can be found in bold type or topic sentences in text. Instruct scholars that text comes in many formats (textbooks, brochures, magazines, newspaper articles, and digital media). Hold up examples of each. Direct scholars to small learning groups. Modeling: Teacher will read aloud a passage from students' Science textbooks, titled "Farmer." Teacher will display a graphic organizer, with space for the topic with two columns, one for similarities and one for differences. Teacher will use the "Think Aloud" strategy to identify the basic similarities and differences in the key points of the passage "Farmers Have an Important Job" and a passage from their textbook "Farmers" Use questioning strategy to complete the graphic organizer with the small group. Instruct scholars how to select the key points. (Subtitles, bold type, topic sentences…) **Guided Practice**: Teacher will assign each scholar in the group a role, and provide each group with a similar graphic organizer, and the passage titled, "How do Sea Turtles Grow and Change?" from the Science textbooks and a brochure about sea turtles. Teacher will instruct scholars to read the passage, identify the basic similarities and differences in the texts key points and record them on the graphic organizer. After about fifteen minutes, the teacher will direct each group to share. Teacher will ask scholars relevant questions. **Independent Practice**: Teacher will provide scholars with another nonfiction text, titled "Sea Turtle Eggs". Each scholar will research	1. Scholars will review their text and write one key point on a Post-It note. 2. Listen and observe the teacher reviewing the key point scholars have recorded on their notes. 3. Listen to teacher instruct what a key point is and how to choose the most important point. Scholars may take notes in their journals. 4. Observe the many formats of text. 5. Scholars will move into learning groups for direct instruction. 6. Listen to the teacher read "Farmer" and "Farmers Have an Important Job" from the text. Scholars in the tier 1 may take turns reading. Scholars in the Tier 3 will listen to the teacher read. 7. Scholars will participate in a question / answer strategy to complete a graphic organizer of similarities and differences in points of the text. 8. Scholars will read the two texts given to them by the teacher and complete a graphic organizer of similarities and differences of key points.

	their tablet for a passage on sea turtle eggs. They will read the passages independently, and record the basic similarities and differences found in the texts. This activity will be used as an assessment to determine level of scholar understanding. Teacher will provide remediation and support to any scholars who did master the objective before moving on. **Closure**: Direct scholars to partner with a neighbor to answer this question: "What would happen if the author of 'Sea Turtle Eggs' did not provide any supporting facts?	9. Scholars will return to their desks and prepare for a brief assessment. 10. Scholars will take turns using the tablets to find a passage on sea turtle eggs and take notes. 11. They will individually reading the passage "Sea Turtle Eggs" and take notes on the key points. 12. Scholars will use the notes on each text and complete a graphic organizer assessment. 13. After the assessment is completed, scholars will partner with a neighbor to answer teacher's question.
2	**Anticipatory Set:** Instruct scholars to review the graphic organizer that was created in the last lesson. Ask each scholar to state one point they remembered about similarities or differences in the two texts and write it on a Post-It Note. Strategy: Prior Knowledge. **Lesson:** Scholars will read two texts on the same topic and compare basic similarities and differences in the key points and be able to determine the most important point. **Guided Practice**: Teacher will read two separate passages on the same topic. The scholars will pair up and write key points from the stories on Post-It Notes. The teacher will record each response on the white board as the scholars share their responses. Teacher will ask the scholars to get into their learning groups for the independent practice. The independent practice lesson will be differentiated based on learning abilities and skills and progress toward mastery of the standard. Some groups will require more support from the teacher. In the learning groups the teacher will use the class graphic organizer created at the beginning of the lesson teach scholars how to determine the most important points. Some scholars will be able to complete this task with little support. Each scholar will write a summary explaining why their key points in the texts are the most important key points. **Independent Practice**: Teacher will provide students with the graphic organizer they completed in yesterday's Independent Practice. Teacher will give each scholar an "exit ticket," that asks them to identify the main key point that was similar or different and	1. Scholars will review graphic organizer and share something they learned and write it on a Post-It note. 2. Scholars will work in pairs and write key points on Post-It Notes from the read-a-loud. 3. In small learning groups scholars will determine which points are the main points. 4. Learning groups will be based on the RTI model and differentiated instruction. 5. Review a graphic organizer on similarities and differences in key points. Determine the main key point and write an

	why the key point stated was the most important. **Assessment 1**: Teacher will hand out two different texts to each scholar. They are to read the passages and list the key points in the similar or different column for each text. The scholar will conclude the assessment by highlighting the most important key point in each column and write a state as to why it was the most important. **Closure:** The teacher will collect the assessments and determine if a third lesson needs to be taught.	explanation. Turn into the teacher before the block ends. 6. Take the assessment individually. 7. Turn the assessment into the teacher.
3	**Anticipatory Set**: Teacher will ask scholars to state what they've been learning so far in this Unit. **Lesson:** Scholars will apply what they have learned in the two previous lessons by creating a power point presentation comparing and contrasting two texts of the same topic. **Anticipatory Set:** To the whole group, the teacher will show a power point presentation as a model of what is expected of the scholars. **Modeling**: Teacher will read aloud "What is the Life Cycle of a Dragonfly?" Hand each scholar a passage on dragonflies for each scholar to read individually. Differentiated will be used as the teacher will provide reading based on scholars grade level. The teacher will pass out and review the expectations and rubric for the scholar created power points. The power point will consist on four slides. Title slide, 2 compare and contrast slides and one concluding slide with the main key point in each text identified. **Independent Practice**: Scholars will complete a graphic organizer identifying the similarities and differences of the two texts. They will highlight the main key point from each text. Turn into the teacher and return to their desk **Assessment 2** The teacher will present the instructions for the assessment 2 Power point. The scholars will take turns using the computers to prepare a power point presentation independently. **Closure**: Teacher will ask each scholar to save their power point into the class folder for grading.	1. Each scholar will share one item they have learned the past few days. 2. View power point presented by the teacher. 3. Comprehend the expectations of the project. 4. Listen and take notes from the teacher reading "What is the Life Cycle of a Dragonfly?" 5. Listen and ask questions of clarification regarding the expectations or rubric of the project. 6. Read the passage about dragonflies and begin taking the assessment. 7. Scholars will take turns creating their power points on the computer. 8. Scholars will complete the power point and save it to the class folder.

4	**Anticipatory Set:** Teacher will facilitate a discussion about power points completed. Lesson: Teacher will ask each scholar to present their power point to the whole group. **Guided Practice**: Teacher will ask scholars to complete and critique of each scholars presentation. They will write one good point about the project, and rate the project 1-5 on meeting the expectation. **Independent Practice**: Scholars will complete a critique of peer presentations. **Closure**: Turn critiques into teacher. Teacher will review for the assessment during the next lesson.	1. Listen and share power points presentations with the whole class. 2. Critique peer presentations 3. Turn critiques into teacher 4. Listen and record notes during test prep
5	**Anticipatory Set:** Teacher will ask scholars if anyone has a question about determining similarities and differences in two texts of the same topic. **Lesson**: Scholars will independently take an assessment of the standard. **Guided Practice**: Review how to compare and contrast the most important key point in a text. Review the graphic organizer with scholars. **Assessment**: Teacher will use the independent practice as an assessment of student mastery of the objective. Teacher will provide remediation for any student not showing adequate progress.	1. Scholars will ask the teacher questions regarding comprehension of identifying similarities and differences of key points in two texts. 2. Listen to the teacher review key points of the standard and ask questions if necessary. 3. Scholars will independently take the unit 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.

Assessment Item 1: Compare and contrast key points in two texts of the same topic. The assessment will determine the scholar's level of mastery in identifying basic similarities and differences in key points. The assessment will require each scholar to read passages and determine the main topic and identify two key points for similarities and differences on the common topic.

Scoring: The assessment will be worth 10 points. Two points will be earned for determining the main topic, 1 point each for identifying two similar (compare) key points and two different (contrast) key points for a total of 10 points. A score of 8/10 will determine mastery.
9-10 90% 8 – 8.9 80% 7-7.9 70% 6-6.9 60%
Any scholar scoring below an 80% will be required to attending tutoring and re-take the assessment until a score of 80% is earned.

Mastery: The assessment will be worth a total of 10 points. Scholar mastery will be determined by earning a score of 8 of 10 points. 80%

Sea Turtle Eggs
Scholars will select a text from the internet on sea turtle eggs and read the passage from the teacher. Scholars will complete a graphic organizer where they will write the common topic and identify two points that are similar and that are different from each text.

Topic	
Text #1	Text #2
Similarities key points Page number	Similarities key points Page number
Differences key points Page number	Differences key points Page number

Rubric: The assessment will be worth 10 points.

1. Sea Turtle Eggs (2 point)
2. Text 1: Write one similarity from text #1 that is accurate, write the page number, (2 points)
3. Text 2: Write one similarity form text #2 that is accurate, write the page number (2 points)
4. Text 1: Write one basic difference from text #1 that is accurate, write page number (2 points)
5. Text 2: Write one basic difference from text #2 that is accurate, write the page number (2 points)

Mastery 8/10

Assessment Item 2: Power Point Presentation
This is an individual project assessment to determine scholar mastery of the standard. Scholars will listen to and read a text, determine basic similarities and differences in the text and determine the main key point from the two texts about the same topic. The presentation will be worth 25 points. Mastery will be determined by a score of 23/25.
Directions: Each scholar will listen to a passage read by the teacher and read independently a second passage about Dragonflies. Take notes on the read - a-loud and the independent reading, and then complete a graphic organizer comparing and contrasting the key points. Each scholar will take turns and create a power point presentation from the scholar's individual notes to be graded. The power point presentation must contain the following pages:

1. Title page: State the common topic and include a picture
2. Page 2 and 3: Compare and Contrast the key points from both texts (Must list three points).
3. Page 4: Concluding page: Must contain the main key point from the differences and similarities on both texts.

The scholar will clearly present their presentation to the class and include the reasons why the key points were determined.

Scoring: The assessment will be worth a total of 25 points. 5 points will be awarded for the accurate completion of each page of the power point and the overall presentation will be worth 5 points for a total of 25 points.
24-25 90% 22-23 80% 20-21 70% 18-19 60%

Mastery: Mastery of this assessment will be determined by a score of 23 points. 23 points is converted to 80%. Any scholar not earning an 80% will be required to attend additional tutoring with the teacher and also be required to edit the power point presentation until a score of 23 points or 80% is achieved.

Rubric:

	5 points	**3 points**	**1 point**
Page 1	Common topic clearly stated and included a picture	Common topic not clearly stated or inaccurate, included a picture	Did not state a common topic and included a picture
Page 2	Minimum of three key similarities will be accurately stated for both texts	Two key similarities will be accurately stated for both texts	One key similarity will be accurately stated
Page 3	Three key difference accurately stated for both texts	Two key difference stated for both texts	One key difference for both texts
Page 4	The main key points for each text are clearly stated.	A key point for only one text is clearly stated	A key point is not accurately stated.
Presentation	The scholars completely demonstrates understanding of compare and contrast key points both texts	Does not completely demonstrate understanding of the similarities and differences in both texts. Needs support from teacher to complete presentation	Does not demonstrate understanding of comparing or contrasting key points and is directed by the teacher to get through the presentation.

Mastery 23/25

Assessment Item 3: Scholars will demonstrate mastery of the standard 2.RI.9 by comparing and contrasting the most important points in two texts of the same topic. The assessment will consist of the scholar selecting two texts of the same topic, reading the texts and determining the most important points of both texts and completing the graphic organizer below. The assessment will be worth 30 points. A score of 24 will determine mastery.

Directions: Scholars will select two texts of the same topic. Read both selections and complete the graphic organizer below. Turn into your teacher.

Topic	
Text #1	Text #2
Similarities Page number	Similarities Page number
Differences Page number	Differences Page number
Main key point	Main key point

Scoring: The assessment will be worth 30 points. Scholars will earn points based on their ability to compare and contrast key points in two different selections on the same topic. 5 points will be earned for the completion of the similarities, differences and determining the main point of each text. A score of 24 / 30 will determine mastery.

27 -30 90%
24-26 80%
21-23 70%
18-20 60%

Mastery: A score of 24 will determine mastery of the standard. Any scholar not earning a minimum score of 24 will be required to attending Fun Day Friday for additional tutoring and retake the assessment until a score of 80% is achieved.

Rubric:

	5 points each text	**3 points each text**	**1 point each text**
Common Topic (5 points)	Common topic clearly stated	Common topic not clearly stated or inaccurate	Did not state a common topic
Similarities (10 points)	Minimum of three key similarities will be accurately stated for both texts	Two key similarities will be accurately stated for both texts	One key similarity will be accurately stated
Differences (10 points)	Three key difference accurately stated for both texts	Two key difference stated for both texts	One key difference for both texts
Main Point (5 points)	The main point for each text is clearly stated.	A key point for only one text is clearly or inaccurate for both texts	A key point is not accurately stated for either text
Total Points 30			

Mastery 24 / 30 points