Curriculum Sample Template
Max. 8 Pages

Grade Level	Second Grade	Content Area	Reading
Course Title (grades 9-12 Only)			
Length of Unit	4 days	Time of Year	3rd quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The students should be able to read text and determine the main idea and identify reasons the author gives to support text. They can write simple three or four word sentences. Students can read independently and take very basic notes.		
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 lesson will follow the Core Knowledge program of instruction by teaching Social Studies and Science across the curriculum. Differentiated small group instruction using the RTI model. Teaching phonics and phoneme awareness in the early grades.		
Standard Number and Description *List the Number* and full description for the required Standard.*	2.RI.8 Describe how reasons support specific points the author makes in a text.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	The students will be assessed on their ability to read informational text, determine the main idea and describe how the author uses the reasons to support the points the author is making. The assessment will determine if the scholars can identify the main idea of text, provide reasons the author used to support the main ideas and describe "how" the author used the reasons.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The summative assessment will consist of each scholar listening to a reading selection and determining the main idea and reason the author's used the text to support the main idea. The assessment will be worth 25 points. 1 point for determining (copying) the main idea 5 points for each reason the author used to support the main idea The reasons will be worth 15 points total. 4 points for identifying how the author used the reason to support the points 20 points total. A score of 16 points will determine mastery		
Materials/Resources Needed	Teacher materials: projector, mimio, graphic organizer, books in a bucket, construction paper, scissors, glue, writing paper, colored markers and notecards. "Where Do Polar Bears Live" by Sarah L. Thompson,		

	Student materials: Journal, crayons, graphic organizer, internet.

* *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)	Instruction	Student Activities
1	Anticipatory set: Pass out various informational books to the scholars. Ask them to take a picture walk through their book looking at the pictures, the titles and the bold words. After a few minutes ask different scholars to describe the main points the author used to support the main idea of their book to the class. Lesson: Determining how the authors selected specific points to support an idea When an author writes and informative text he/she makes many points, using facts or details, which supports this purpose for writing. In first grade they identified the reasons and author gave to support a point in a text. Explain to the students they will be able to describe why an author gives these reasons to support a specific point in a text. Have the scholars get into their small groups. They will select one informational book to read and identify the main points and write three reasons for each point in the book. The teacher will circulate to each group, look at the points they have listed and the reasons for each. Lead the scholars to a discussion about how the author used the reasons to support the points. **Closure**: Each scholar will select one reason that their group has selected and individually write one or two sentence describing how the author used that reason to support text.	Group A: (work with teacher) In small groups the scholars will read a book and complete a graphic organizer with points the author make in the text. With the teacher they will determine the reasons why the author chose the points to support the main idea and complete the graphic organizer. Group B: Independently, the students will use the construction paper and complete their own graphic organizer using various colors of paper for the points and the reasons. Both groups will work discuss how the author used the reasons identified to support the main points of the text.

2	**Anticipatory set:** Ask scholars to discuss information they know about polar bears. Write the information on the white board. **Lesson:** Scholars will get into their small groups. Read the story "Where Do Polar Bears Live" by Sarah L. Thompson to the entire class. Each group will have notecards and colored markers on their table. As the teacher reads a few pages each the groups will write down the main points the author uses in the text on notecard. Each point will be written in a different color. At the end of the text each group will select two points and how the author chose the specific points to support. Teacher will circulate among the groups and reteach where necessary The teacher will write one point on the board from each group. The group will come to the board and present reasons how the points in the text were used to support the main idea. **Closure:** Each scholar will turn in a graphic organizer listing one point with three reasons the author used to support the point. On one reason the scholar will describe how the reason was used by the authors to support the point listed. The teacher will use this informal assessment to plan the next day's lesson and focus on scholars not comprehending the standard.	Listen to the story in small groups. Write one point from the story and as a group, analyze the points the author makes to support the topic and provide reasons why. Present their reasons to the class Individually, each scholar will complete a graphic organizer supplying two points the authors makes and the reasons. Explain how the author used the reasons to support the two points.
3	**Anticipatory set**: Review points from previous lessons by asking scholars to address what they have learned. **Lesson**: Reteach and fill in any gaps from previous lessons on how the author used the reasons to support the specific points in the text. Teacher will ask each scholar to select an informational book to read during class and complete the project. Teacher will explain the power point project to the scholars. This will be independent practice of reading text and identifying points in a text and supplying reasons how the authors used the reasons in the text to support points. The teacher will use the	Scholars will participate in the class discussion about lesson learned from the previous day. Project: Each scholar will take a piece of paper and fold it in half lengthwise. On the outside of the paper, write the name of the text and the author. On the inside of the paper draw lines to make three columns. The top portion of the inside each scholar will write three points in the author makes in the text. The bottom portion of the paper the scholars will write the

	class period to reteach and provide enrichment instruction to the appropriate students **Closure**: Teacher will call on a few scholars to present their project	reasons why the authors used to make the points. Use the above information and create a three slide power point presentation.
4	**Anticipatory set:** Review any points with the scholars when learning gaps exist. Explain how the assessment will be given. **Lesson**: Lesson Assessment **Closure:** Collect all of the assessments.	Complete the lesson assessment

Paste Summative Assessment Here:

Second Grade Reading Assessment

Directions: Reads the "Firefighters" text. Compete the following graphic organizer and turn in to your teacher.

1. Copy the main idea of the story. (1 points)
2 Provide three reasons to support the main idea (15 points)
3. Describe how the author used the reasons to support the main idea. (4 points)

_____

Main Idea

_____ _____ _____

Supporting detail supporting detail supporting detail

Describe how the author used the reasons to support the main idea?

Paste Answer Key/Scoring Rubric Here:

Second Grade Reading Assessment Rubric

Directions: Reads the "Firefighters". Compete the following graphic organizer and turn in to your teacher.

1. Copy the main idea of the story. (1 points)
2. Provide three reasons to support the main idea (15 points)
3. Describe how the author uses the reasons to support the main idea. (4 points)

What do firefighters do

Copy the main idea (1 point)

1 point: Must copy from the board

Rescue people from burning buildings	Put out fires in the forests	Save burning buildings
Reason 1 (5 points)	reason 2 (5 points)	reason 3 (5 points)

How did the author use the reasons above to support the main idea? (4 points)

The author wrote about and described activities that firefighters do on the job.