Grade Level	Second Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard.*	The scholars are able to name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. They are able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The Arizona College and Career English Language Art standards will serve as the basis for reading curriculum at The Grande Innovation Academy. The Arizona College and Career standards will also be used as the basis for choosing novels and read-aloud books. Scholars will spend 50% of their time learning standards that relate to informational text and 50% of their time learning standards that relate to literature as described by the Arizona College and Career standards. The curriculum at The Grande Innovation Academy will consist of the Arizona College and Career English Language Art standards for literature, informational text, and foundational reading skills. Phonics and phonological awareness will be taught using the Reading Horizons program. Reading A-Z will be used for small group instruction and decodable word work. The Arizona College and Career sequence consists of higher-level novels, beginning in second grade. These novels will be read by the scholars in their respective grade levels or used as read-alouds by the teacher. To meet the standards of informational text, our scholars will read authentic passages that align with Core Knowledge and the Arizona College and Career domains of study at each grade level.		
Standard Number* and Description *The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample.*	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Read-aloud: *What Makes an Insect an Insect* Read-aloud: *All About Ants* Summative Assessment Reading: *Interesting Insects* * Insects Journals * Insects in separate jars * Magnifying glasses		

******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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*

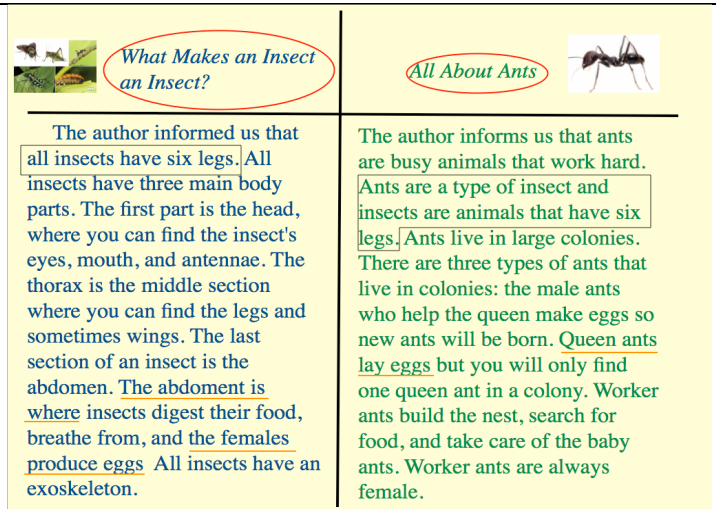
1	**Anticipatory Set:** TW ask, "By show of hands, who has seen something in your house or outside that we might call a bug or spider? Do bugs and spiders look the same? Show me thumbs up if they do and thumbs down if they don't? Does anyone know how to tell the difference between a spider and a fly?" **Objective and Purpose:** The scholars will identify the main purpose of *What Makes an Insect an Insect* including what the author wants to explain, which will be displayed on the mimeo as the teacher reads the story. The scholars will also identify the main purpose of *All About Ants.* **Instructional Delivery:** TW tell scholars, "today we are going to read two different stories. You will be listening to find out the author's main purpose of each story whether it be to explain, entertain, or inform. **Guided Practice:** TW begin, "The first story we are going to read is *What Makes an Insect an Insect*. The author is going to inform us of the characteristics that all insects have in common. Be listening to find out what these characteristics are." TW show images of the story on the mimeo while sharing the read-aloud. TW pause throughout the story to ask questions such as: "How many legs do all insects have? How many body parts do all insects have? What are the main body parts that all insects have? What purpose does an exoskeleton serve?" TW ask the scholars to show thumbs up or down if the author's purpose was to entertain/explain/inform. TW then read another short story, *All About Ants.* TW state, "In *What Makes an Insect an Insect* the author's purpose was to inform us. We are going to read another story about insects. This story is called *All About Ants.* This author is going to explain what an ant's life is like." TW show an image of ants on the mimeo while reading	**Anticipatory Set:** The scholars will be sitting on the carpet showing a raise of hands and thumbs up or down accordingly. **Objective and Purpose:** The scholars will identify the main purpose of *What Makes an Insect an Insect* including what the author wants to explain, which will be displayed on the mimeo as the teacher reads the story. The scholars will also identify the main purpose of *All About Ants.* **Instructional Delivery:** The scholars will be seated on the carpet in front of the mimeo listening to their objective before the stories begin. **Guided Practice:** The scholars will listen for what characteristics make an insect an insect. The scholars will answer questions throughout the story when called on by the teacher: "All insects have six legs. All insects have three main body parts. The three main body parts are the head, thorax, and abdomen. The exoskeleton protects the soft insides of the insect." The scholars will show thumbs down when the teacher asks if the author's purpose was to entertain. The scholars will show thumbs down when the teacher asks if the author's purpose was to explain. The scholars will show thumbs up when the teacher asks If the author's purpose was to inform. The scholars will listen to the read-aloud as the author explains what it's like to be an ant. The scholars will answer questions throughout the short story as they are called upon. "Ants are social insects. They live in colonies. Three types of ants live in a colony. Male ants help the queen ant make eggs so that new ants will be born. Queen ants lay eggs. Worker ants build the nests and

	All About Ants. TW pause throughout read-aloud to ask the following questions: "Are ants social or solitary insects? How do you know? How many types of ants live in a colony? What do the male ants do? What do the queen ants do? What do the worker ants do?" TW ask the scholars to show thumbs up or down if the author's purpose was to entertain/explain/inform. TW state that tomorrow we will compare and contrast the two stories. **Independent Practice:** TW have students think about a time that they interacted personally with insects. TW tell the scholars to think about what the insect looked like, where they saw the insect, and how the insect interacted with them. TW direct scholars to write at least three complete sentences about their experiences with insects in their insects journal. TW allow scholars to draw a picture to illustrate their narrative. **Closure/Exit Ticket:** TW allow scholars to share their narratives with the class. TW be listening for three complete sentences about their experiences with insects for mastery.	collect the food." The scholars will show thumbs down when the teacher asks if the author's purpose was to entertain. The scholars will show thumbs up when the teacher asks if the author's purpose was to explain. The scholars will show thumbs down when the teacher asks If the author's purpose was to inform. **Independent Practice:** The scholars will write at least three complete sentences in their insect journals about a personal experience they had with insects. The scholars will write about what the insects looked like, where they saw them, and how the insects interacted with them. The scholars may draw a picture to illustrate their narrative. **Closure/Exit Ticket:** The scholars will share their narratives with the class. The scholars must have 3 complete sentences about their experiences with insects for mastery.

2	**Anticipatory Set:** TW say, "Close your eyes and pretend you are an insect, pick any insect. Think about what body parts you have." TW give the scholars a minute to think about this. TW continue, "Now open your eyes and find a partner. Tell your partner what insect you are. Compare and contrast your insect's body parts." **Objective and Purpose:** The scholars will compare and contrast *What Makes an Insect an Insect* and *All About Ants.* **Instructional Delivery:** TW tell scholars, "Yesterday we read two stories about insects. We read *What Makes an Insect an Insect* as well as *All About Ants.* Today we are going to compare and contrast the most important points presented in the two stories, on the mimeo." **Guided Practice:** TW first ask the scholars to recall information from the stories, *What Makes an Insect an Insect* and *All About Ants.* TW cold-call scholars for this activity. TW then show a mimeo containing 2 paragraphs, one about each story. TW state, "I have typed a paragraph about each story we read yesterday. Today we are going to compare and contrast the stories by reading these two paragraphs." TW have the scholars whisper read the paragraph about *What Makes an Insect an Insect.* Once they are finished, TW read it back to the scholars. TW have the scholars whisper read the paragraph about *All About Ants.* TW then read this paragraph back to the scholars. TW guide the scholars to find similarities and differences from the stories in these paragraphs. TW call on scholars to come up and mark the similarities and differences by boxing them in, circling them, and underlining them.	**Anticipatory Set:** The scholars will close their eyes and pretend to be an insect. They will think about what body parts they have. When the teacher directs them, they will find a partner and share what insect they are and the body parts their insect has. The scholars will state that their insect has six legs, a head, thorax, and abdomen, and an exoskeleton. **Objective and Purpose:** The scholars will compare and contrast *What Makes an Insect an Insect* and *All About Ants.* **Instructional Delivery:** The scholars will be sitting on the carpet listening to the directions and the objective for today. **Guided Practice:** The scholars will recall information from the previous stories, *What Makes an Insect an Insect* and *All About Ants.* The scholars will share this information with the class as the teacher calls upon them. The scholars will recall, "Insects have six legs. Insects have three main body parts – a head, thorax, and abdomen. Some insects have wings. Insects have antennae. Insects have an exoskeleton. Many insects have more than two eyes. Insects breathe through tiny holes in their abdomen. Cricket's ears are on their legs. Some insects are social insects while others are solitary insects. Ants are hard workers. Ants are strong. Three types of ants live in a colony. Queen ants lay eggs. Worker ants build the nest and search for food.

Independent Practice:
TW have insects in separate jars: a fly in one jar, an ant in one jar, a beetle in one jar, a grasshopper in one jar, a butterfly in one jar, a cricket in one jar, a ladybug in one jar, and a bee in one jar. TW direct scholars to work in pairs to walk around and view the insects through a magnifying glass. TW explain that scholars will be comparing and contrasting the insects with their partners.
TW circulate the room listening to the scholar's discussions.

Closure/Exit Ticket:
TW individually call scholars to identify the author's main purpose of the texts we read and to state two facts about each text. The scholars will correctly identify the purpose of each text and state two facts about each for mastery.



What Makes an Insect an Insect?	*All About Ants*
The author informed us that all insects have six legs. All insects have three main body parts. The first part is the head, where you can find the insect's eyes, mouth, and antennae. The thorax is the middle section where you can find the legs and sometimes wings. The last section of an insect is the abdomen. The abdoment is where insects digest their food, breathe from, and the females produce eggs All insects have an exoskeleton.	The author informs us that ants are busy animals that work hard. Ants are a type of insect and insects are animals that have six legs. Ants live in large colonies. There are three types of ants that live in colonies: the male ants who help the queen make eggs so new ants will be born. Queen ants lay eggs but you will only find one queen ant in a colony. Worker ants build the nest, search for food, and take care of the baby ants. Worker ants are always female.

The scholars will point out differences in the stories as the teacher calls on them. One scholar points out a similarity, that in *What Makes an Insect an Insect* the author informs us that all insects have sex legs and that in *All About Ants* the author explains that ants are an animal with six legs. The scholar then goes up to the board and puts a box around the information as directed by the teacher. Another scholar states that a difference between the stories is that *What Makes an Insect an Insect* is about all different types of insects but *All About Ants* is a story about only ants. The scholar then goes up and circles the difference as directed by the teacher. A scholar notices that in *What Makes an Insect an Insect* the author informs us that the abdomen is where females produce eggs and in *All About Ants*, queen ants lay eggs therefore the queen ant must produce eggs in her abdomen. The scholar goes up to the board and underlines this information as directed by the teacher.

Independent Practice:
The scholars will use magnifying glasses to examine different insects, comparing and contrasting them with a partner.

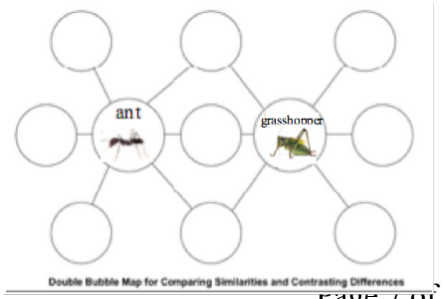
		Closure/ Exit Ticket: The scholars will individually tell the teacher that the author's purpose of *What Makes an Insect an Insect* was to inform and give two facts from the story. The scholars will individually identify that the author's main purpose of *All About Ants* was to explain what life is like for ants and state two facts from the story.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	Using a different text on a similar topic (*Interesting Insects*), the scholars will be asked to independently identify the author's purpose and what the author is trying to find out using a worksheet, paper and double bubble map. The scholars will sit at their desks and complete the reading assessment.

The three summative assessment items will be graded with the attached rubric. There are 12 possible points with mastery being set at 9 points. (see rubric)

Summative Assessment Item #1: Given the following instructions: **"**Identify the author's purpose for writing the text *Interesting Insects* and label the insect." Scholars will use a worksheet to identify the author's purpose and label. An acceptable score is 3 of 4 on the rubric.

Summative Assessment Item #2: Given a lined sheet of paper and the following instructions, "In *Interesting Insects,* you heard about, and saw pictures of, many different insects. Based on what you heard and saw, what was the author explaining?" the scholars will infer from the text what makes an insect and will list this on paper. An acceptable score is 3 of 4 on the rubric.

Summative Assessment Item #3: Given a double bubble map and the following instructions: **"**Use the Double Bubble Map to compare and contrast two different insects from *Interesting Insects"* the scholars will use the map to identify 9 main facts from the text. There are 4 possible points in this assessment. An acceptable score is 3 of 4 on the rubric.



A Progression Toward Mastery				
Assessments	**STEP 1** **Little evidence of reasoning without a correct answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning without a correct answer.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
Summative Assessment Number 1	The scholar is unable to identify: * The author's purpose of the text *Interesting Insects* as to inform * The three main body parts as the head, thorax, and abdomen	The scholar is able to correctly identify one or two of the following: * The author's purpose of the text *Interesting Insects* as to inform * The three main body parts as the head, thorax, and abdomen	The scholar is able to correctly identify three of the following: * The author's purpose of the text *Interesting Insects* as to inform * The three main body parts as the head, thorax, and abdomen	The scholar is able to correctly identify all of the following: * The author's purpose of the text *Interesting Insects* as to inform * The three main body parts as the head, thorax, and abdomen
Summative Assessment Number 2	The scholar is unable to correctly identify any of the following: *Insects have six legs *Insect have three main body parts – head, thorax, and abdomen * Insects have an exoskeleton	The scholar is able to correctly identify some of the following: *Insects have six legs *Insect have three main body parts – head, thorax, and abdomen * Insects have an exoskeleton	The scholar is able to correctly identify most of the following: *Insects have six legs *Insect have three main body parts – head, thorax, and abdomen * Insects have an exoskeleton	The scholar is able to correctly identify all of the following: *Insects have six legs *Insect have three main body parts – head, thorax, and abdomen * Insects have an exoskeleton
Summative Assessment Number 3	The scholar is able to complete the Double Bubble Map with two or less correct answers	The scholar is able to complete the Double Bubble Map with three to six correct answers	The scholar is able to complete the Double Bubble Map with seven to eight correct answers	The scholar is able to complete the Double Bubble Map with nine correct answers