Curriculum Sample Template
Max. 8 Pages

Grade Level	2nd grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4 days + 1 day for the summative assessment	**Time of Year**	4th Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be able to read grade level text fluently. Students will understand that there are many genres of writing, including fiction and nonfiction, and what distinguishes nonfiction from the rest. Students will have had some interaction with identifying the main idea and details of a story. Students will be able to speak and write in complete sentences. Students will understand the Science content of life cycles in nature.		
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. The skill of comprehending informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of Earth sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 8th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and graph their results in an individual portfolio, which serves as a visual representation of progress towards their "Big Goal" in Reading.		
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.*	At the end of this unit, students will complete an independent assessment through which they will be asked to read a nonfiction passage independently, complete a graphic organizer depicting the text's main idea and supporting points, and answer questions relating to the author's reasons in support of the main idea. Please see assessment attached.		
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*	The assessment will include ten items, each worth one point for a total of 10 points. Student mastery will be determined based on the following grading scale: 0-5 = Falls Far Below; 6-7 = Approaches; 8-9 = Meets; 10 = Exceeds. As described in the program of instruction, a score of 80% or higher will indicate mastery. Thus, a score of		

demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	8, 9, or 10 points on the assessment will indicate student mastery of the standard. Please see answer key and scoring scale attached.
Materials/Resources Needed	Science textbooks, graphic organizers, chart paper, nonfiction passages

Lesson (add as needed)	**Instruction** TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice	**Student Activities**
	Activation of Prior Knowledge: TW display a T-chart on the board, with one side labeled "Fiction," and the other labeled, "Nonfiction." TW give each student two Post-It notes, and direct students to write one thing they know about each genre on a Post-It and stick it to the board in its relevant place.	SW write an idea on each Post-It note, and apply it to the T-chart on the board.
	Objective: SW identify the topic and details of a nonfiction text.	SW repeat today's objective, and discuss how this will help them reach their Big Goal in reading.
	INM: Key Points: 1. Nonfiction text is written to give readers information. 2. The main idea of a nonfiction text is the topic that it is about. This is also called the topic of the text. 3. The author usually provides supporting details, or facts, to support the topic in nonfiction text.	SW listen to today's key points.
1	**Modeling:** TW read aloud a passage from students' Science textbooks, titled "Farmer." TW display a graphic organizer, with space for the topic and three supporting details. TW use the "Think Aloud" strategy to identify the main idea of the passage (Farmers have an important job!) and supporting evidence (Farmers gather eggs from chickens and ship them to factories or markets, etc.). TW explain that the supporting details give facts that help the reader understand the topic, or main idea. TW also explain how the illustrations help support the topic, by providing a visual aid. TW ask questions to check for student understanding.	SW actively listen as the teacher reads the text aloud. SW watch as the teacher demonstrates how to identify the topic sentence and supporting details.
	Guided Practice: TW direct students to work pre-assigned groups of three. TW assign each student 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. TW direct students to read the passage, identify the main idea and supporting facts,	SW work within their group of three. SW read "How do sea turtles grow and change?" and discuss the author's main idea and supporting details. SW work together to record the information on the graphic organizer.

	and record them on the graphic organizer. After about fifteen minutes, TW direct each group to share. TW ask students relevant questions. **Independent Practice:** TW provide students with another nonfiction text, titled "Sea Turtle Eggs." TW direct students to read the passage independently, and record the main idea and supporting details on a graphic organizer. **Assessment:** TW use the independent practice as an assessment of student understanding. TW provide remediation and support to any students who did master the objective before moving on. **Closure:** TW direct students to TPS with a neighbor to answer this question: "What would happen if the author of 'Sea Turtle Eggs' did not provide any supporting facts?	SW share their work with the class. SW ask and answer questions as they arise. SW read "Sea Turtle Eggs" independently, and record the main idea and supporting details on their graphic organizer. SW discuss their answers with a partner and then share their ideas with the class.
2	**Activation of Prior Knowledge:** TW direct students to review the graphic organizer she created yesterday, based on the text "Farmer." TW ask students to identify the main idea and supporting details. **Objective:** SW examine supporting details and identify how they support an author's point. **INM:** Key Points: 1. Authors who write nonfiction text usually include details to support their main idea. 2. Details provide the reader with important information, and teach them facts about the topic. **Modeling:** TW reread the text "Farmer" aloud from yesterday, and review the main idea and details she recorded on the graphic organizer. TW then "hide" some of the supporting details, and read the passage again without a few of the critical supporting sentences. TW ask students if that version gave them enough information. Then, the TW explain that each fact has a purpose in the passage, and helps the reader get a clear understanding of the topic. TW ask students relevant questions to check for understanding. **Guided Practice:** TW direct students to work in the same groups they worked with yesterday. TW direct students to refer to the graphic organizer they created with their group yesterday. TW direct students to discuss why each of the details they recorded are important, and why the	SW review the graphic organizer from yesterday's lesson, and discuss the main idea and supporting details. SW repeat today's objective, and discuss how this will help them reach their Big Goal in reading. SW listen to today's key points. SW actively listen as the teacher reads "Farmer" aloud, and explains how the details support the author's point that farming is an important industry. SW answer questions about the author's purpose. SW work within their groups of three. SW examine their graphic organizers from yesterday, and discuss why the author chose to write those details in the passage they read.

	author wrote them. TW direct each group to share their ideas with the class. TW ask relevant questions to check for understanding. **Independent Practice:** TW provide students with the graphic organizer they completed in yesterday's Independent Practice. TW give each student a three question "exit ticket," that asks them to identify why the author chose to include each detail in the passage. **Assessment:** TW meet with each student one on one. TW ask students to share their ideas about why each detail was included. TW provide remediation for any students not showing adequate progress towards mastery. **Closure:** TW ask students to TPS about this question: "How do the illustrations in the text help support the main idea and details?"	SW share their ideas aloud with the class. SW review their graphic organizers from yesterday. SW complete the exit ticket, answering questions about the author's reasons for including certain details. SW meet one on one with the teacher, and explain their thoughts. SW TPS their answers to the question.
3	**Activation of Prior Knowledge:** TW ask students to TPS about what they've been learning so far in this Unit. **Objective:** SW identify the main idea and details of a nonfiction text, and explain how the details support the main idea. Students will also discuss how a text would be different if it did not contain details. **INM:** Key Points: 1. Authors who write nonfiction text usually include details to support their main idea. 2. Details provide the reader with important information, and teach them facts about the topic. 3. Without the details, the text is not that informative. **Modeling:** TW read aloud "What is the life cycle of a dragonfly?" TW use the "Think Aloud" strategy to identify the author's main point, and supporting details. Then, TW read only the title and the topic sentence. TW explain that if she was new to Science and had no knowledge about dragonflies, this would not help her understand. TW explain that the author included the details and illustrations to explain the topic and teach her new facts, like most nonfiction authors do. **Guided Practice:** TW direct students to work in pre-assigned pairs. TW give each pair a copy of the nonfiction text, "What is the life cycle of a horse?" TW direct students to read the text, identify its main idea and supporting details, and then answer multiple choice questions about how	SW TPS with a neighbor, and describe what they've learned about the author's reasons for writing details so far. SW repeat today's objective, and discuss how this will help them reach their Big Goal in reading. SW listen to today's key points. SW actively listen as the teacher reads "What is the life cycle of a dragonfly?" SW listen as the teacher explains the key points of the lesson. SW work with their partner. SW partner read "What is the life cycle of a horse?" SW discuss the passage, and determine what the main idea and supporting details are. Then, SW work with their partner to answer to

	the details support the topic. **Independent Practice:** TW provide each student with the text, "How are young animals like their parents?" from the Science text. TW give each student a worksheet, with a graphic organizer and three multiple choice questions, about how the details support the author's point. **Assessment:** TW use the IP as an assessment of student learning. TW provide remediation and support for any student not displaying mastery. **Closure:** TW ask students, "If I wanted to write a report about why porcupines have quills, what details should I include?"	multiple choice questions, about the function that each detail serves in the text. SW read the text, "How are young animals like their parents?" independently. Then, SW record the text's main idea and supporting details in the graphic organizer, and answer multiple choice questions. SW share their ideas with a neighbor, and then aloud to the teacher.
4	**Activation of Prior Knowledge:** TW direct students to TPS their answer to this question: "Why do authors include details in informational text?" **Objective:** SW analyze a piece of nonfiction writing, and apply what they've learned about supporting details to enhance and rewrite it. **INM:** Key Points: 1. Authors who write nonfiction text usually include details to support their main idea. 2. Details provide the reader with important information, and teach them facts about the topic. 3. Without the details, the text is not that informative. **Modeling:** TW display two nonfiction texts, both about the life cycle of a butterfly. One text will be rich with details, the other will be sparse. TW use the "Think Aloud" strategy to compare the passages, and explain how the author's choice to include details provided more information and clarity, and taught her new facts. **Guided Practice:** Prior to the lesson, TW have taped eight nonfiction passage on the classroom walls. TW direct students to work in groups of two, and walk around the classroom to examine the passages. TW ask students to share out which ones they thought were informative, and which were not. Then, TW guide the class in taking a text with few details, and enhancing it by adding more supporting sentences and illustrations. **Independent Practice:** TW provide each student with a brief nonfiction text on the life cycle of a butterfly. TW direct students to analyze the	SW TPS to answer the teacher's question. SW repeat today's objective, and discuss how this will help them reach their Big Goal in reading. SW listen to today's key points. SW actively listen as the teacher reads both passages aloud. Then, SW listen to the teacher as she explains how the details help her understand the passage better, and how authors should include clear details to make their writing more informative. SW work with partners to walk from passage to passage, and critique the author's writing. SW discuss whether or not the author provided enough relevant details to support the topic. SW share ideas with the class. Then, SW help the teacher enhance a sample text, by adding more supporting details. SW explain why adding these details helps to support the author's point. SW read and evaluate the nonfiction text on the life cycle of a butterfly.

	text, then rewrite it with the purpose of providing more details and clarity for the reader. **Assessment:** TW use the independent practice as an assessment of student mastery of the objective. TW provide remediation for any student not showing adequate progress. **Closure:** TW ask students how they will use what they've learned to reach their Big Goal in reading.	Then, students will re-write the passage, adding their own supporting details to enhance the text and provide more clarity. SW discuss how their learning will help them reach their Big Goal in reading.

Reading Summative Assessment

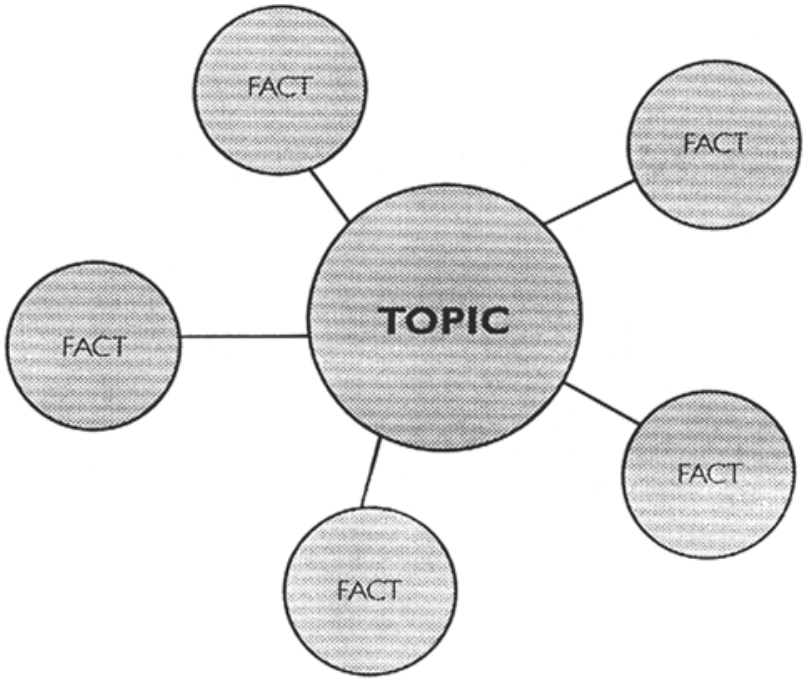
Name: _____

ADE 2010 ELA Standards (CCSS): 2.RI.8 Describe how reasons support specific points the author makes in a text.

Part I. Directions: Read the passage, titled "What is the Life Cycle of a Bean Plant?". Then, complete the graphic organizer to explain the author's main idea and the reasons he provides to support that main idea.

"What is the Life Cycle of a Bean Plant?"

Most plants grow from seeds. A seed has a hard outer covering called a seed coat. A seed coat protects the seed. Each seed contains a tiny plant and stored food. The tiny plant uses the stored food as it grows. A seed that gets enough water and air may germinate, or begin to grow. Roots from the germinated seed grow down into the ground. A stem grows up. A seedling grows out of the ground. A seedling is a young plant. The plant continues to grow. The flowers on an adult plant make seeds. Some seeds from an adult plant will grow into new plants.



Part II- Multiple Choice

1. Why did the author include this sentence: "Each seed contains a tiny plant and stored food."
   A. To describe how a plant decomposes
   B. To explain the statement that most plants grow from seeds
   C. To persuade the reader that it's good to eat vegetables
   D. All of the above
2. The author wrote "A seed that gets enough water and air may germinate, **or begin to grow."** Why did the author write the words in bold?

A. The author wanted to define the word germinate, so readers understood the sentence.
B. The author likes the word "grow" better than "germinate."
C. The author needed to make the sentence longer.
D. None of the above

3. A diagram of a bean plant's life cycle is included with the text. Why did the author choose to include this illustration?
   A. The author wanted to page to be more colorful.
   B. The author is a great artist.
   C. The author wanted to help the reader understand the information.
   D. None of the above
4. Why did the author include this sentence: "A seedling is a young plant." CIRCLE ALL CORRECT ANSWERS.
   A. The author wanted to teach readers about Math.
   B. The sentence helps explain the main idea of the passage.
   C. The sentence does not belong in this passage.
   D. The author knew that some readers would not know what a seedling is.

Answer Key:

Topic: Most plants grow from seeds. (1 point)
Facts 1-5: Any combination of the details provided in the text (1 point each)
Multiple Choice Answers: (1 point each)

1. *B*
2. *A*
3. *C*
4. *B and D*

Grading Scale: 0-5 points= Falls Far Below; 6-7 points= Approaches; 8-9 points= Meets; 10 points= Exceeds