Curriculum Sample for 2nd Grade Reading

Grade Level	2nd	Content Area	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 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.*	Students are expected to understand sequence, recognize high frequency words and be able to identify overall structure of the story using words and pictures provided by the author and illustrator.		
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.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Cooperative learning strategies will also be utilized.		
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 given a new text (Schools Around the World) which they will read as a group. The students will answer questions individually on the assessment by writing their answers to the questions. Students will be asked questions to describe how reasons support specific points the author makes in a text.		
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.*	Students will be scored on an assessment that has 9 questions on it (23 points maximum total.) Students will need to get 19 points or higher to reach mastery which is set at a minimum of 80%. Students will need to describe how reasons support specific points the author makes in a text. Question 1 = 1 point; Question 2 = 2 points; Question 3 = 5 points; Question 4 = 4 points; Question 5 = 3 points; Question 6 = 2 points; Question 7 = 1 point; Question 8 = 4 points; Question 9 = 1 point There are 23 points possible with a score of 19 or higher for mastery.		
Materials/Resources Needed	2nd Grade Teacher's Edition Journeys Volume 1 & 3. Matching Journey's 2nd grade Student Books, iPads; Assessment; Answer Key		

Lesson (add as needed)	Instruction	Student Activities
1	Teacher emphasizes to students, that good readers identify the details the author gives in a book and why/how they are given. For example, if an author is writing about the Earth, maybe the author would include an illustration or photograph of the solar system to show the Earth's location and to support the written part of the text. In addition to a photograph, the author may give key reasons within the text that supports the message. Students are told that they need to be able to describe how reasons support specific points the author makes in a text.	Students give their opinions and describe how reasons support specific points the author makes in a text. Students describe how showing a picture of the solar system can support specific text about the earth. Maybe its location, color, size, etc., can be supported by the picture. Students discuss this with a partner.
	The teacher emphasizes the importance of reasons and illustrations or photographs in a story and how they support the points in the text. The teacher asks the students what key words they would write if the picture was a story about them and their pet. Students are told by the teacher that they also need to describe how these words would support specific points in a story about themselves and their pet. The teacher then asks what words and sentences could be used to support a story they would write about their dog.	Love, cuddle, hug, walk, friends, chase, etc. would be specific words looked for and prompted by the teacher. Students are asked by the teacher to describe how these words would support their story. Students then get the opportunity to write sentences with these key words in them to support the story about themselves and their pet.
	Teacher tells students to turn to p. 67 in their student books as they are going to read a story called "Henry and Mudge Under the Yellow Moon". The teacher tells the students the book is written by Cynthia Rylant and then asks the students to predict what might happen in the story based on the title and the illustration on the front cover. The teacher tells the students that the author has decided to put an illustration of Henry and his dog on the front cover, to support the writing points in the book.	Students look at the illustration on the front cover and try to come up with a prediction of what the story will be about with the help of the teacher. This is describing the reason why an author would choose to have a particular illustration on the front cover to support the points in the text.
	The students are then asked what words they would use to support the illustration. The teacher would highlight to the students that these key words that they have come up with, might be used in the story as	Love, cuddle, hug, yellow moon, woods, etc. would be specific words looked.

	reasons the author gives to support her points in the text so the students should consider this when trying to describe how they support the text. The teacher tells the students to write the key words in a list and check them off each time they are used in the story. The teacher models the purpose for reading the book by saying that he or she is really interested to find out more about the boy and his dog in the illustration on the front cover. The teacher selects a different student to read each of the following 4 pages, p.68-71. The teacher asks the following questions: 1) On pages 68 and 69, the author explains in the text that this takes place in the fall. Describe how the author supports this text on these 2 pages? This is a great opportunity for the teacher to emphasize to the students the strength in the author's reasons as to how they support the points in the text. 2) In the illustration, you can see that the dog is not small. Describe how the author tells you in the text that supports the size of the dog in the illustration? 3) On page 70, the author explains in the text that Henry loved looking at the tops of trees. Describe how the author supports this with his or her text and/or illustration? 4) From the illustrations and story so far, why do you think Henry likes the woods in the fall? Turn to a partner and discuss this by describing how reasons in the book support this.	Students listen to the teacher and makes a list of the key words. Students read and look at p.68-71. Student's answer the teacher's questions, by raising their hand and being called upon. Students will answer that the leaves on the trees in the illustration are falling which is an indicator that the fall season is upon us, which supports the specific section in the text which refers to fall. Student's answer the teacher's questions, by raising their hand and being called upon. Students highlight that the word "big" is the way the author supports his points in the text and are asked to describe why. Students are also prompted to explain that the illustration shows that the dog is bigger than Henry which is a great way of the author supporting her text. A class brainstorm will determine that Henry is portrayed in the illustration as smiling and being very happy. In addition, the word "loved" supports the overall points in the text that Henry likes the trees and leaves. This will allow the students to describe how reasons support specific points the author makes in a text. Students work with a partner and describe specific reasons given in the text and illustrations that support Henry liking the woods in the fall. The teacher circulates during this time and listens to the students

	The teacher concludes the lesson by asking the students to describe how the author supports the points she is making in the text. Students are also asked to explain if the supporting points are relevant and/or sufficient.	describing their thoughts. Students then brainstorm with the teacher about the answers with the teacher writing these ideas on the board. The students raise their hands until called upon and then answer that the author uses specific text and illustrations to supports the points he or she is making in the text. Students are asked to describe an example
2	The teacher recaps the story told so far in the previous lesson and explains to the students that they will continue to work on describing how reasons support specific points the author makes in a text. The teacher asks the students for some examples of this from the last lesson. The teacher recaps that the author used the word "loved" many times to support the text, great descriptions of the color of the fall leaves, and powerful illustrations gibing additional supporting details to the text. The teacher selects a different student to read pages 72-75. The teacher now explains that the author has several ways in which she gives reasons on the 4 pages read to support specific details in the text. The teacher tells the students to work with a partner in looking for these reasons and then describing how they support the specific points in the text. Students are also asked to explain if the supporting points are relevant and/or sufficient. The teacher then circulates, brainstorms, and writes the answers on the board. The teacher then reads page 74 to the class and asks, "How does having the words picked and licked in the same sentence help support the authors key points in the text? Please describe."	The students listen and raise their hands to be called upon. Students will describe how words such as "loved" and "liked", along with the various details in the illustrations are what supported specific points in the text. Students listen, read, and follow along, whilst identifying the reasons an author gives to support specific details in the text so that they can describe it. Students work with a partner and discuss specific reasons given in the text and illustrations that support Henry and Mudge enjoying their fall walks on pages 72-75. Students describe to each other how the reasons the author gives support the specific points made in the text and explain if the supporting points are relevant and/or sufficient. The teacher circulates during this time and listens to the students reasons. Students then brainstorm with the teacher about the answers with the teacher writing these ideas on the board. The students and teacher discusses this and determines that it is fun to read which highlights that the characters are also having fun. The teacher works with the students to help them realize that the author does a great job of using these words to support specific details of it being a fun walk in the woods during fall.

	The teacher instructs the students to turn to page 75 and look at the illustration. The teacher tells the students that the text refers to it being windy. The teacher then asks the students to describe how the author supports this specific point with the illustration.	The students will see the illustration has the dog's ears blowing back and lines depicting the wind which is another great example of the author using reasons in the illustration to support specific details in the text. Students will be given the opportunity to describe this to the teacher who will assess for understanding of the given standard.
3	The teacher starts the lesson by recapping the previous 2 lessons and the story so far. The teacher asks the students to describe how reasons support specific points the author makes in a text and for them to explain if the supporting points have been relevant and/or sufficient. . The teacher instructs the students that they will now finish the book by reading pages 76 and 77. A student will be selected to read each page. The teacher states, "On page 76, the author tells you that Henry and Mudge like being together. How does the author give details to support this? Please describe." The teacher then states, "The author uses particular text to support that Henry and Mudge's favorite thing to do together is to be together. Which 3 words in the text are a way in which the author supports this? Please describe to a partner how these 3 words describe how reasons support specific points the author makes in a text. The teacher then tells the students that they will review the entire book to identify and describe reasons the author gives to support specific points in the text. The teacher states that leaves are usually green prior to fall and asks the students how the author gives details to support that the story is in the fall. The teacher tells the students to work with a partner.	Students listen and raise their hands to answer the question. Students should now be identifying and describing how the author presents reasons to support specific points the author makes in a text. Students listen, read, and follow along, whilst identifying the reasons an author gives to support specific points in the text and thinking how they would describe this. Students will see in the illustration that Henry and Mudge are together and playing in the leaves. Students answer by raising their hand and being called upon. Students must describe why the reasons support the text. Students will review the text to identify the reasons the author gives to support specific details in the text. The words, "most of all" support the text in this particular question. The students work with a partner to determine this answer and then describe how they support the text. Students and the teacher then determine that by describing the color of the leaves as orange, yellow, brown, and red are strategic adjectives that the author uses to support specific points in the text. Students then scan the book for more examples to discuss.
4	The teacher recaps the story so far of "Henry and Mudge Under the Yellow Moon". The teacher also reminds the students that they have been identifying and describing how reasons support specific points the	The students listen as the teacher recaps.

	author makes in a text. The students are asked by the teacher, “Was there a yellow moon in the story?” Students are told to work with a partner to review the story and describe what the author means by “yellow moon”. Students are then told by the teacher that they are to make a list with their partner of all the details in the book which the author gives to support specific details of “yellow moon” within the text and to write a sentence about each which describes how reasons support specific points the author makes in a text. Students are also asked to explain if the supporting points are relevant and/or sufficient. The teacher then highlights all of the details that the students have identified and their descriptions why, that the author has given us to support specific points in the text with the specific words and details within the illustrations they have found.	Students answer there was not a yellow moon. Students work with a partner and come up with an idea as to what the “yellow moon” in the story means. The teacher will circulate and stimulate discussions with students to guide them to determining that Henry and Mudge spent a lot of time under the trees in the woods where the trees were mostly yellow from the leaves changing colors. Thus the students should now be able to describe that the information presented by the author supports the key text, being the title. Students work with a partner to make a list, write a sentence, and then present their list in a presentation to the rest of the group with the teacher recording all new reasons on the board. Students also write down if the supporting points are relevant and/or sufficient. Students listen and participate in this discussion realizing that the author has presented an incredible amount of detail in the text and illustrations to support specific details throughout the text in the story. Students listen and participate in this discussion.
5	The teacher then tells the students that he or she wants to check how well they can describe how reasons support specific points the author makes in a text. A new story will be read with a quiz to follow. The new story is, “Schools Around the World”. The teacher asks the students to think about the reasons the author is giving to support specific points in the text in their heads without saying them out loud. After reading the story, the teacher distributes the quiz to the students to assess their understanding, knowledge, and mastery of describing how reasons support specific points the author makes in a text.	Students listen to the story and think about the questions that the teacher asks in their heads. There is no verbalization from the group at this time. Students complete the quiz by writing their answers to the questions asked by the teacher during the summative assessment.

Summative Assessment

Name _____ Date_____

Directions for Students: Please answer the following questions in order to describe how reasons support specific points the author makes in a text, in the story, "Schools Around the World."
Directions for Teacher: Give the students the test and using their student book, they answer in the space provided.

1. The story is about schools around the world. On page 387, the author uses a caption to support the title by using a powerful photograph. Describe how these reasons in the photograph support the text.

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2. On page 390, the author writes about some children attending school outside. Describe how the author gives details to support this text.

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3. On page 391, describe the reasons the author gives to support how children get to school as discussed in the text.

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4. The story is about schools around the world. On pages 392-5, the author uses captions under the photographs to highlight the different countries where the children are. Describe the 4 countries highlighted and how this supports the specific text?

_____

5. On page 396, the author tells us about school chores. What reasons does the author give in the text to help you understand the different school chores around the world?

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6. On page 399, the text at the bottom of the page describes a mother teaching her daughter at home. Identify the text that the author uses to support this section and describe how it does.

_____

7. On page 398, describe how the three words which the author uses to tell us what the students do at boarding school support the paragraph on boarding schools?

_____

8. On page 397, the author is telling about what children do after school. What reasons does the author use to support specific details in the text and how do they support the text?

_____

9. On pages 402, identify the reasons that the author uses to describe how older students also go to school?

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Answer Key/Scoring Rubric:

Answer Key

1. The students in the school are not from the U.S.A. which supports the title of "Schools Around the World" by showing a different school in another country (1 point)
2. The author gives an "Amazing School Fact" which is next to a photo of children being taught outside which supports the section about children attending school outside as the photograph clearly shows an outside classroom(2 points)
3. Students around the world get to school by walking, biking, in cars, on buses, on trains which supports the section on how children get to school by giving the various methods. (5 points)
4. The countries which are given as reasons by the author which support the text are Panama, Germany, Cuba, Great Britain as these countries support the fact that the text refers to schools around the world (4 points)
5. Students help serve lunch, tidy the classroom, and keep the school yard clean (3 points)
6. Home Schooling is the heading text which supports the photograph as it tells you the main concept of the text (2 points)
7. Eat, study, and live are the three words which help describe what life is like at a boarding school and which support the specific text on boarding schools (1 point)
8. Extra help with schoolwork, dance, music, culture are highlighted by the author as reasons to support what some students do after school, which supports the section on the after school text as it expands on what children do (4 points)
9. The author supports the text of adults going to school as well as children by highlighting that adults go to college which is a form of school, which reinforces the specific text(1 points)

Total points: _____/23

Points Scored	Percentage
17	74
18	78
19	83*mastery
20	87*mastery
21	91*mastery
22	96*mastery
23	100*mastery

Students scoring a minimum of 19/23 will be judged to have mastered the standard.