A.5. CURRICULUM SAMPLE Grade 2 Reading			
Grade Level	**Content Area**	**Course Title** *(9-12 Samples Only)*	**Unit Title**
Grade 2	**Reading**		**Ancient China: Understanding through Informational Text**
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
5 Lessons in 5 Days	**2nd Semester**	Every student should understand and use all concepts and skills from the previous grade levels with regard to Reading according to Common Core State Standards Reading: Identifying conventions of informational text including titles, headings, sub-headings, graphics, captions, table of contents, glossary, and index. Social Studies: Identify China on a map of the world.	
Unit Description			
Students will learn to identify key ideas from an informational text and summarize those ideas in their own words and present their summaries in a graphic organizer.			

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	**Reading:** **CCSS: 2.RI.6** **Identify the main purpose of a text, including what the author wants to answer, explain or describe.** **Social Studies:** **SS2:2** **PO 1. Recognize that civilizations developed in China, India, and Japan.** **PO 2. Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.**
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	Students will be assessed on identification of key ideas in an informational text. Students will summarize these ideas in their own words and present their summaries in the form of a graphic organizer.
Assessment Scoring *Explain how each assessment is*	Students will be assessed on mastery of the Ancient Chinese Dynasties Graphic Organizer. Mastery is

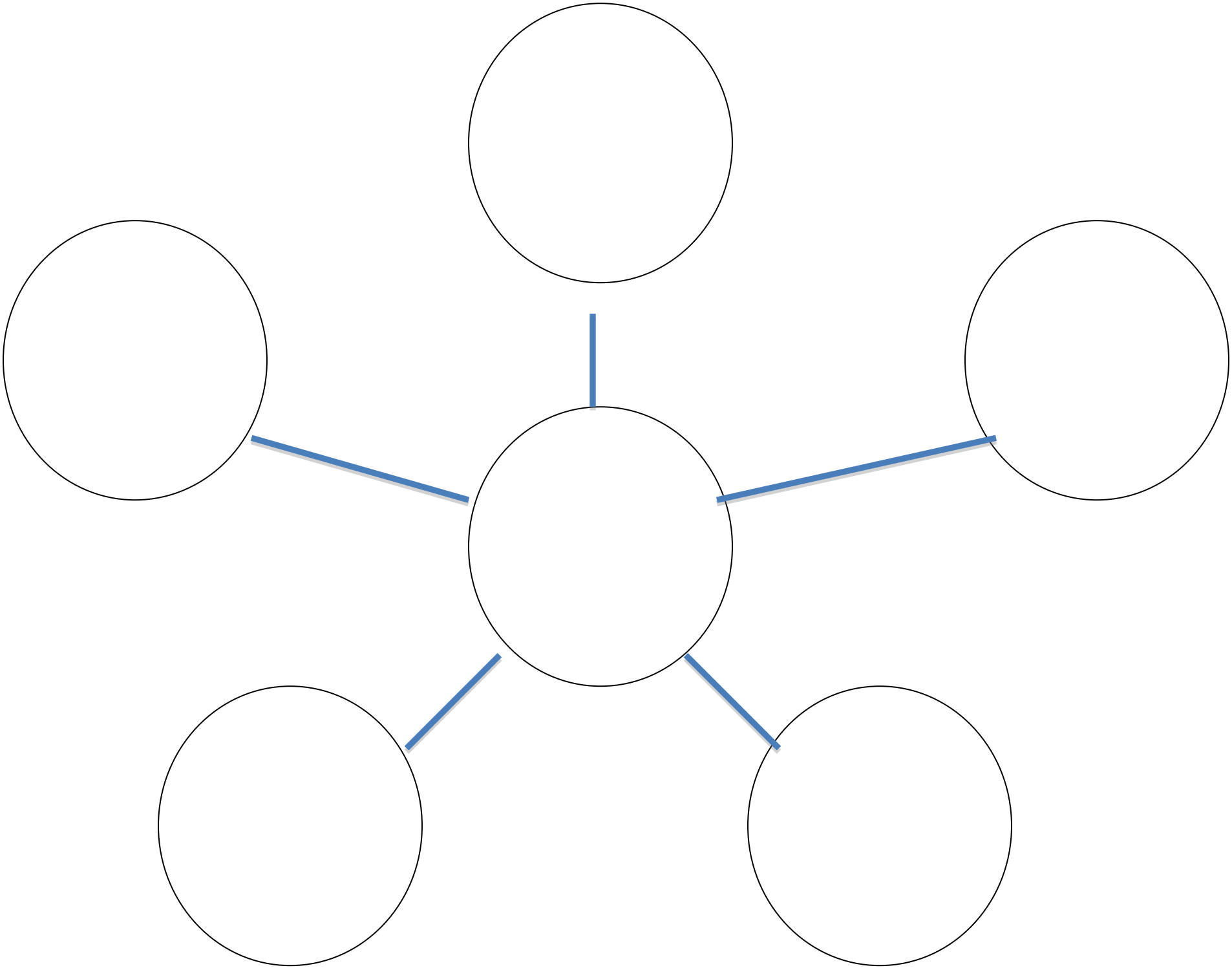
scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.	achieved with a score of 9 points on a 11 point checklist. Students receive 1 for labeling the center bubble of the graphic organizer with the title "Ancient Chinese Dynasties." Students receive 1 point each for listing the name of the dynasty and correctly listing the major change it brought to Ancient China for a possible total of 2 points for each bubble.
Materials/Resources Needed *(Include all items for the entire unit.)*	Day1-5: *Welcome to China* by Carol Jenner (DK Readers) Day 5: Ancient Chinese Dynasties Graphic Organizer (Assessment)

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Lesson Instruction	Introduce the text *Welcome to China* to students. Review the differences between a fiction text and a non-fiction text. Ask students to name the non-fiction text conventions (title, heading, sub-heading, graphics, captions, table of contents, glossary, and index) as you point them out in the text. Review how each of these conventions can help the reader understand the text.	Read aloud to students the introductory paragraph of "Chinese History" in *Welcome to China*. Ask students to talk about the information in the paragraph. After students have the opportunity to respond, tell students that they have just summarized the information that was read aloud to them. Define "summarize" as retelling what you have read in your own words. Remind	Read aloud to students the second paragraph of "Chinese History" *Welcome to China* about the Qin Dynasty and the Great Wall. Discuss the main points of the reading with students and instruct them to use the Ancient China page of their Reader's notebooks to write down key ideas as they listen to the passage again as you read aloud. Have the	Divide class in to four groups (the number of students in each group will vary depending on the total number of students in the class). Provide a copy of *Welcome to China* to each group. Assign each group one of the remaining paragraphs in the section "Chinese History," each paragraph focusing on one of the remaining four Dynasties covered in the text. Instruct	Assessment: Students will use their summary sentences from the previous lesson's group activity to create an Ancient Chinese Dynasty bubble graphic organizer. The students will demonstrate proficiency by listing the main idea of the text (Ancient Chinese Dynasties) in the center bubble of the graphic

	Read aloud to students "Chinese History" from *Welcome to China.* When you come to the title of each Dynasty in Chinese history, have students list them in their Reader's notebooks. (Qin, Han, Song, Ming, Qing)	students that summarizing only includes the main ideas in the text and not every detail. Reread the text to the students, stopping to summarize each main idea. Make notes on the board of key words or ideas that you read in the text. Ask students to help put those main ideas into one or two sentences. Write the sentences on the board as the students dictate to you. Students will copy the summary sentences in to their Reader's notebooks on the same page as the previous list of Chinese Dynasties.	students use their notes to write a summary sentence of the passage that was read aloud. Invite students to share their summary sentences with the class as you provide appropriate feedback.	groups to read the passage and make notes in their Reader's notebooks of any key ides from the text. Students will then work in groups to write two summary sentences of their assigned passage. Student groups will present their summary sentences to the class. As each summary sentence is presented, you will write the sentence on the board while the students copy the sentences in to their Reader's notebooks.	organizer. The students will use the summary sentences created in class in previous lessons to fill in the bubbles surrounding the center bubble. There will be a total of 5 bubbles filled in surrounding the center bubble. Each of the surrounding bubbles will list the name of the dynasty and the main change it brought to the country.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	The students will listen as the teacher reads aloud.	The students will listen as the teacher reads aloud.	The students will listen as the teacher reads aloud.	The students will work cooperatively in small groups.	The students will complete an Ancient Chinese

	Students will participate in class discussion identifying conventions of non-fiction text. The students will list the dynasties of Ancient China in their Reader's notebooks. The students will save the list to refer to when completing the assessment.	Students will participate in class discussion identifying the key ideas of the passage. They will participate in creating a summary sentence that retells the information presented in the text. The students will copy the summary sentence created in class in to their Reader's notebooks to use as a reference for creating their own summary sentences in the next lessons.	Students will list key ideas from the text in their Reader's notebooks as the teacher reads aloud. They will use their notes of key ideas to write a summary sentence retelling the information presented in the passage. The students will participate in class discussion sharing their summary sentences from the lesson. They will save their sentences to use when completing the assessment.	Students will read the assigned passages in the text and make notes of key ideas in their Reader's notebooks. They will use their notes to write two summary sentences retelling the information presented in the passage. The students will participate in group sharing to present their summary sentences to the class. They will copy the summary sentences of all groups in to their Reader's notebooks. They will save the sentences to use when completing the assessment.	Dynasties "bubble" graphic organizer to represent the ideas presented in the text. The "bubble" graphic organizer will include the main idea, the names of all five dynasties, and the major change to China during each dynasty.

Ancient China Dynasties Assessment Scoring Guide

Item	0	1
Title is present in center bubble: Ancient Chinese Dynasties	No	Yes
Name of dynasty is listed in one bubble: Qin	No	Yes
Name of dynasty is listed in one bubble: Hang	No	Yes
Name of dynasty is listed in one bubble: Song	No	Yes
Name of dynasty is listed in one bubble: Ming	No	Yes
Name of dynasty is listed in one bubble: Qing	No	Yes
Change Qin dynasty brought to China listed correctly in corresponding bubble	No	Yes
Change Hang dynasty brought to China listed correctly in corresponding bubble	No	Yes
Change Song dynasty brought to China listed correctly in corresponding bubble	No	Yes
Change Ming dynasty brought to China listed correctly in corresponding bubble	No	Yes
Change Qing dynasty brought to China listed correctly in corresponding bubble	No	Yes
Total Points-1 point for each yes circled in the column