Curriculum Sample Template
Max. 8 Pages

Grade Level	Second Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	4 Days (Assessment on Day 5)	**Time of Year**	November
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By November, Vista College Prep second grade students should be able to identify the main idea, sequence main events within both fiction and non-fiction narratives, and identify the reasons an author gives to support points in a text. In addition, they should be beginning to make inferences about characters' emotions and be familiar with the idea of author's purpose.		
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 will be taught during the Reading Comprehension block. Reading Comprehension lessons are closely aligned with Vista College Prep's read aloud block. Often the same text is used in both of the subjects, as reading comprehension skills are introduced and modeled during the read aloud lesson and then practiced during the reading comprehension block. The class is separated into two groups based on ability. The Reading Comprehension teacher works with a group of nine students. Even within this group of nine students, often the teacher (the second push-in teacher) splits the group up even further so one group is responding in writing to a skill that is being worked on, while the other group is receiving direct instruction on a skill. Then the groups switch. Throughout the course of the lessons, there are multiple checks for understanding. We employ the method of gradually releasing more responsibility to the student throughout each lesson and also throughout the week, so that each student is set-up for success by the time it comes to the final assessment.		
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.*	During the 30-minute reading comprehension block, Vista College Prep students will use textual evidence from the article "First Thanksgiving" by Lyssa Walker, to describe the way in which Walker supports the claim that the Celebration was a key event in the article. After the teacher reads a short passage from the story aloud to the group of students, the students will be asked to write evidence from the text that shows that the Celebration was a key event and answer two inference questions to demonstrate an understanding of the "why" behind each piece of evidence listed. The questions will be aligned to STEP assessment questions in that they are constantly assessing a deeper student understanding of the material. Throughout the process, the teacher is noting the thought process each student takes to discover the answer.		
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*	The student will need to provide evidence from the text that demonstrates that The Celebration is a key event in the article, and correctly answer the two comprehension questions. The student will need to name at least two pieces of evidence to master this standard and correctly answer the two questions (4 out of 4).		

of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	
Materials/Resources Needed	National Geographic article "First Thanksgiving," chart paper with sequencing diagram, chart paper with exact diagram as the assessment for lessons 2-4, worksheets with sequencing diagram for students to complete in pairs, worksheets with exact diagram of the assessment for students to practice with during independent practice, reading response journals, and colored pencils, crayons, or markers for students who have time to illustrate next to the written description of evidence.

* ***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).*

<table>
<tr><th>Lesson
(add as needed)</th><th>Instruction</th><th>Student Activities</th></tr>
<tr><td>1</td><td>
Objective: Students will be able to sequence the events in a story using a graphic organizer.

5 mins: Teacher reminds students that they have been working on identifying main ideas in a story during the read aloud period of the day. Teacher does a quick review from the read aloud article, "First Thanksgiving" by Lyssa Walker, that they read earlier that morning, and asks students to remember the main idea of the whole story.

7 mins: Teacher shows students a sequence of events graphic organizer and writes the main idea that was generated during reflection at the top.

Main Idea: The first thanksgiving
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<tr><td>4.</td><td>5.</td><td>6.</td></tr>
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The teacher reminds students that stories, fiction and non-fiction, are made up of events. The teacher tells the students that there are many main events in the article "First Thanksgiving" for example: The Native Americans were the first inhabitants of America. ("I do") The teacher asks students to think about the rest of the story and turn to a partner and discuss other events.

8 mins: Teacher asks students to name the events they discussed with
</td><td>
Nine students are seated in a group with their hands folded and ready to begin reading comprehension.

Students respond to teacher during reflection of read aloud.

Students listen to teacher and are encouraged to ask questions.

Students turn and talk to a partner (one student will talk to the teacher because of numbers) and verbally make a list of events from the story.
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	their partner and makes a list of them on the board. Teacher then reads the list aloud and asks students which event came first. Teacher gives the students 30 seconds of silent "think time" to think of an answer before asking for students to raise hands and share. When the group has agreed on the first event, teacher fills in chart ("We do"). **8 mins:** Teacher then hands out a sequencing worksheet that is identical to the class chart and asks students to look at the list on the board and in pairs, sequence the rest of the events ("You do"). Teacher provides support to pairs as needed. If students are finishing early, teacher offers a challenge to create a new ending to the story. Teacher asks students to pretend to be the author and add another box that changes the ending of the story. **2 mins:** Teacher asks students to share their sequence and records the proper sequence on the groups' chart paper.	Thinking back to what they discussed with their partners, students provide the teacher with the main events from the article, "First Thanksgiving." Students observe as teacher records their answers. Students silently examine the list and independently think about which event came first. They then take part in a group discussion in which they identify and agree on the first event together. Students receive worksheet and copy the main idea and the first event from the chart on the board. They then work with in pairs to complete the chart using the list of events generated by the class. Students who finish early create a new ending to the story. Students raise hands and share sequence of events as teacher records their answers.
2	**Objective: Students will be able to identify the author's purpose in a non-fiction narrative.** **2 mins:** Teacher reviews chart that was created during the previous lesson identifying the main events from the article. Teacher will facilitate a discussion in which the group reviews the events on the chart to activate prior knowledge. **5 mins:** Teacher tells students that authors write for several reasons: they write to persuade or convince their readers to believe in something, to inform or teach their readers about something, and to entertain their readers. The teacher will then write the following question on the board, *Why do you think Lyssa Walker wrote this article?* and asks students to turn and talk to a partner and discuss. **7 mins:** The teacher models how s/he thinks about the purpose and shows the class how Walker included headings in her non-fiction text to help the reader understand what was important. The teacher also talks about how the author published it in National Geographic and explains why that is significant. **7 mins:** Teacher will ask students to focus on titles of each subheading which tells us a lot about how Walker wanted to organize the writing and make sure we were informed and understood what the key points	Nine students are seated in a group with their hands folded and ready to begin reading comprehension. Students respond to teacher during reflection of previous day's lesson. Students turn and talk to a partner (one student will talk to the teacher because of numbers) and have a discussion regarding Walker's purpose for writing her book. Students follow along with text as teacher reads it aloud and think about the ways in which Walker uses this preface to tell us why she wrote the book.

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<td>were in the article.

The teacher will then write the following on the board: I think Walker wrote this book to inform us about the First Thanksgiving (“I do”).

Teacher then asks students to use the following sentence starter to answer the question as a group: “I think Walker wrote this book…” and records a few answers on the board (“We do”).

7 mins: Teacher hands out reading response journals with the following prompt written in them: There are many reasons authors write, why do you think Walker write “First Thanksgiving?” Students complete this independently (“You do”).

2 mins: Teacher asks students to share their entries before leaving.</td>
<td>Students actively listen as teacher thinks aloud.

When solicited for ideas, students respond to the teacher in complete sentences using the starter provided.

Students complete the prompt in their reading response journals.

When prompted, students share-aloud their entries.</td>
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<td>3</td>
<td>Objective: Students will be able to use textual evidence to describe and support points made by the author.

2 mins: Teacher begins by reviewing the three reasons authors write: to persuade, to entertain, and to inform.

5 mins: Teacher re-reads the key subheadings and reminds students that the author is trying to inform us about the people and events during the First Thanksgiving. The teacher writes Native Americans, Settlers, The Celebration on the board.

2 mins: Teacher tells students that today they are going to focus on the Native Americans. The teacher will say that we know Walker thinks the Native Americans are a key part of this article because they have their own sub-heading. The teacher will create a T-Chart on the board with one column labeled People/Event and the other labeled Evidence. Under People/Event the teacher will write Native Americans. The teacher will explain the final question at the end.
<table>
<tr><th>People/Event</th><th>Evidence</th></tr>
<tr><td>Native Americans</td><td></td></tr>
<tr><td colspan="2">Why are the Native Americans important to the article?</td></tr>
</table></td>
<td>Nine students are seated in a group with their hands folded and ready to begin reading comprehension.

Students respond to teacher during reflection of previous day’s lesson.

Students listen as the teacher reads the three key events that the author has identified.

Students listen to teacher and are encouraged to ask questions.

Students follow along as teacher reads the passages and thinks aloud. Students are encouraged to ask questions.</td>
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	8 mins: Teacher tells students that she is going to re-read the section about Native Americans to find evidence to support Walker's point that Native Americans are important to the article. The teacher provides students with copies of the article. The teacher reads aloud from the paragraph about Native Americans and stops periodically to model a think-aloud in order to provide evidence from the text to support Walker's point that Native Americans are a key person or event in this article ("I do"). **3 mins:** Teacher finishes passage and asks students to turn and talk to a partner in order to identify other pieces of evidence that support the claim that Native Americans are a key part of the story. Teacher asks students to share their thoughts and records answers ("We do"). **5 mins:** Teacher reads aloud the paragraph about Native Americans while students follow along. Teacher gives graphic organizers identical to the t-chart posted on the board and tells students that their job is to write one piece of evidence that proves that Native Americans are an important part/key part of the article. Teacher conferences with individual students and provides support when appropriate ("You do"). **5 mins:** Teacher brings the group back together and points to the last question on the T-Chart. Teacher asks *Why do you think it is it important to Walker that Native Americans are one of the key people or events that are included?* Teacher asks students to turn and talk to their partner for 1 minute. Teacher leads a conversation with students to determine answer.	Students turn to a partner and discuss the passage that was read (one student will talk to the teacher because of numbers). They should be prepared to share evidence with the whole group that shows Native Americans are a key part of this article. When solicited, students share answers with group. Students follow along as teacher reads final passage. Students complete worksheet. Students turn and talk with their partner to come up with answers to the final comprehension question. Students share their response as they are called on.
4	**Objective: Students will be able to use textual evidence to describe and support points made by the author.** **3 mins:** Teacher begins by reviewing that the class and teacher have identified Native Americans, Settlers and The Celebration as the three most important points made by the author. Teacher then reviews the t-chart with evidence of why the Native Americans are important to the article from the previous class. **3 mins:** Teacher tells students that today they are going to focus on the Settlers. Teacher then asks students to turn to a partner and discuss examples from the article about why the Settlers are important to an article about the First Thanksgiving. Teacher creates another T-Chart on	Nine students are seated in a group with their hands folded and ready to begin reading comprehension. Students respond to teacher during reflection of previous day's lesson. Students turn and talk to a partner (one student will talk to the teacher because of numbers) and discuss events from the story that include anger and sorrow.

	the board and under **Emotion** writes anger and sorrow. **People/Event** | **Evidence** The Settlers | Why did the author include evidence to show that the Settlers were not originally from America? How would the article change if the author did not include evidence to show the Settlers came after the Native Americans?	Students listen to teacher and are encouraged to ask questions.
	6 mins: Teacher tells students that she is going to re-read the section about the Settlers so that we can find evidence to support Walker's point that the Settlers were a main event during the first Thanksgiving. The teacher provides students with copies of the passages. The teacher reads aloud and stops periodically to model a think-aloud in order to provide evidence from the text to support Walker's point that the Settlers are an important group of people during the first Thanksgiving ("I do").	Students follow along as teacher reads the passages and thinks-aloud. Students are encouraged to ask questions.
	5 mins: Teacher finishes passage and asks students to turn and talk to a partner in order to identify other pieces of evidence that support this claim. Teacher asks students to share their thoughts and records answers on chart ("We do"). **7 mins:** Teacher gives graphic organizers identical to the t-chart posted on the board and tells students that their job is to write one piece of evidence that proves that the Settlers were an important group of people for the first Thanksgiving. Teacher conferences with individual students and provides support when appropriate ("You do").	Students turn to a partner and discuss the passage that was read (one student will talk to the teacher because of numbers). They should be prepared to share evidence with the whole group. When solicited, students share answers with group. Students follow along as teacher reads final passage. Students complete worksheet.
	6 mins: Teacher brings the group back together and points to the last two questions on the T-Chart. Teacher asks *Why did the author include evidence to show that the Settlers were not originally from America?* Teacher asks students to turn and talk to their partner for 1 minute. Teacher leads a conversation with students to determine answer and records it. Teacher asks *How would the article change if the author did not include evidence to show the Settlers came after the Native Americans?* Teacher asks students to write their answer in the space	Students come back together as a group and turn and talk with their partner to come up with answers to the first comprehension question. Students share their response as they are called on and the teacher records the answers. Students listen to the final question and work independently to respond in writing in the space provided on their worksheet.

	provided. Teacher provides support as needed. ("We do" and "You do")	
5	**Assessment: Students will be able to use textual evidence to support and describe a point the author has made in a text** **6 mins:** Teacher reviews the t-charts that have been made over the course of the previous 3 lessons. **2 mins:** Teacher tells students that today their job is to listen to a passage from "First Thanksgiving" and independently complete a t-chart with evidence from the passage that supports the claim that The Celebration was another key event in article about the first Thanksgiving and answer comprehension questions. **5 mins:** Teacher will pass out the paragraph to each student and read the page aloud. **17 mins:** Teacher gives graphic organizers identical to the t-charts posted on the board and tells students that their job is to write two pieces of evidence that proves The Celebration was an important part of the first Thanksgiving and answer the two comprehension questions (teacher reads the questions to the students).	Nine students are seated in a group with their hands folded and ready to begin reading comprehension. Students respond to teacher during reflection to previous lessons. Students listen to teacher and are encouraged to ask questions Students follow along as teacher reads the passage and are prompted to think of evidence that supports the claim that The Celebration was an important part of the first Thanksgiving as well as think about why the author chose to include this evidence. Students complete worksheet. If they finish with more time, students can pick up an independent reading book while the other students finish their work.

Paste Summative Assessment Here:

Name: _____ Date:_____

Write two pieces of evidence and answer the comprehension questions.

People/Event	Evidence
The Celebration	*The celebration was an important part of the article the "First Thanksgiving" because the author states:*

Question 1) Why did the author include evidence to show that the Celebration was a key/important part of the article?

Question 2) Explain how the article would be different if the Celebration was not included?

Paste Answer Key/Scoring Rubric Here:

Student describes at least two of the following possible examples below:

- ◻ The Native Americans heard gunshots which is why they came to see the Settlers.
- ◻ The Native Americans helped the settlers hunt for food because they knew the land the best
- ◻ They played games, sang and dance
- ◻ They celebrated together

_____/2

Questions one and two are inference questions, answer is correct if response is reasonable (1 point each)

_____/2

Total: _____/4

Grading Scale
1-3 = No
4= Yes