Curriculum Sample Template
Max. 8 Pages

Grade Level	3rd Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	5 Days (including 1 day for assessment)	**Time of Year**	1st Quarter
Expected Prior Knowledge	Be familiar with KWL charts (what they already know, what they want to know, what they want to learn). Be familiar with the use of graphic organizers		
Alignment to Program of Instruction	The teacher will use direct instruction throughout the lessons to allow for repetition and choral responding. Students will work cooperatively in groups or pairs (Think/Pair/Share) to assist and evaluate each other's work and practice social skills. The teacher will use scaffolding techniques when teaching, and prompting to allow for support when necessary, while allowing students the opportunity to generate independent ideas. Instructors will use Think Aloud reading strategies to model strategic thinking about the text and to show the students exactly how to use the graphic organizers. Differentiated Instruction will be used to meet the needs of different learners by providing graphic organizers, rubrics, group or independent learning, and movement around the classroom. The teacher will learn the specific needs of the students and make accommodations as necessary. *Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more practice along with a task-analysis that will break down the steps needed to generate correct responses and comprehension.		
Standard Number and Description	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		
Summative Assessment	Students will read the book, "Communities Across America" by Lisa Benjamin (Macmillian/ MacGraw-Hill 3rd grade leveled reader) and fill out a main idea flow chart, a cause and effect chart, and answer questions to demonstrate that the students have mastered the ability to describe logical connections between particular sentences and paragraphs in a text.		

Scoring Scale and Mastery Level	The student will score at least 10 out of 13 possible points on a test to demonstrate mastery of the skill. Scoring guide and rubric are provided below.
Materials/Resources Needed	Word Wall, Flow Chart Poster and KWL chart (hand drawn on a flip chart), additional pictures/ books on butterflies. Flow Chart (to emphasize cause and effect), Sequencing cards for the life cycle of a butterfly (Macmillian/MacGraw-Hill *Reproducible* book, 2011), Reading Selections "Home-Grown Butterflies" on pg. 194 and "Save Our Butterflies" on pg. 192 from the Treasures Textbook (Macmillian/MacGraw-Hill Student textbook, 2011)

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Objective: The students will use the details of the paragraph to draw a conclusion Direct teaching: The teacher will review that when readers draw conclusions in nonfiction they use details, facts, and evidence from the text to help them come to a new understanding of the text. Guided Practice: The teacher will read aloud the first and second paragraph of "Save Our Butterflies" from Student Book, page 192. Use a transparency or document camera to record the details and conclusion. Independent Practice: The teacher will observe for comprehension.	Students will follow along as the teacher reads (shared reading). They will then copy the Conclusion Map (flow map) to use the details to draw a conclusion from the paragraphs. The students will read third paragraph and draw a conclusion about the text. They will work independently and share their answer with a peer.
2	Objective: the students will use a flow map and Think Alouds to identify cause and effect while reading *Home Grown Butterflies*.	

	Whole Group Instruction: Model (Guided Practice): Read *Home Grown Butterflies (pg 194)* while the Teacher use questions and Think Alouds to support instruction about the comprehension strategy and skills.	Students will read the title, preview the photographs, and look for topic sentences and key words. Students will also review vocabulary words, which will be posted on a word wall. Students will follow along and fill out their flow chart as the teacher guides the practice. Independent Practice: Students will read the last paragraph and the fill out a Cause and effect chart independently.
3	Objective: The students will read a passage and identify the cause and effect. Whole Group Instruction Guided Practice: Given a 4 paragraph reading selection, the teacher will read aloud the first paragraph The teacher will use Think Alouds to demonstrate the cause/ effect relationship with a flow map Formative assessment: Teacher will review the student's results as a group and *provide extra instructional support to students who are not on level.	The students will follow along (shared reading) with the first paragraph. The students will copy the teacher's example. Independent Practice: The students will work on paragraph 2-3 to complete the cause and effect by themselves
4	Objective: Given 4 pictures, the students will put the pictures in sequence and write a paragraph about the pictures. Whole Group (Guided Practice): The teacher will use a document camera and Think Alouds to put a set of pictures in order. Then the teacher will compose one paragraph using the pictures, which includes a topic sentence and three details to support the topic	After watching the teacher model the activity, the students will work in pairs to put another set of pictures in order. They will then make a flow map and compose a paragraph, including a topic sentence, three detail sentences demonstrating understanding of

	sentence.	cause and effect and sequencing.
5	Teacher will administer the summative assessment	Students will read the selection and answer the questions on the handout provided by the teacher.

Summative Assessment

Name:_____ Date:_____

Read the book, "Communities Across America" by Lisa Benjamin silently at your desk.

1.) Based on what you have read, fill out the missing details and conclusion from the Conclusion Map. This question is worth 6 points.

Detail: **Immigrants are people who leave their homes to move to a new place**
Detail:
Detail:
Detail:
Conclusion: **Immigrants help make the communities they live in special**

2.) Read the section on page 7 about Mary Harris Jones. Fill in a Cause and Effect chart about what you read and the work of Mary Harris Jones. This question is worth 2 points.

Cause:	Effect:
Harris saw that many people worked long hours with little pay	
	She asked people to stop hiring young children so that they could attend school

3.) Reread page 12. Which sentence tells the main idea? What are two details that support the main idea? This question is worth 3 points.

_____

_____

_____

_____

Summative Assessment Scoring Guide

"Communities Across America" by Lisa Benjamin.

1.) **6 points.**

For each answer provided, score **2 points** if the student accurately stated a detail from the text that supports the Conclusion listed. Score **1 point** if the student provided a detail that does not support the stated conclusion. Score **0 points** if the student did not complete the section or if the response was inaccurate or unrelated to the question.

Examples of exemplary (2 point) response include:

- There are many reasons why immigrants move to new places/ to find jobs or go to school.
- Immigrants live in many places throughout the US/ Boston, New York, California
- Immigrants bring many new traditions with them/ foods, languages, celebrations

2.) **4 points.**

Cause:	Effect:
Harris saw that many people worked long hours with little pay	She fought to get shorter hours days and better pay 2 points: student identified 2 effects 1 point: student identifies 1 effect 0 points: response is unrelated to the cause
She saw that many children had jobs and couldn't go to school 2 points: student identified both causes 1 point: student identifies 1 cause	She asked people to stop hiring young children so that they could attend school

0 points: response is unrelated to the effect	

3.) **3 points**
3 points = An **exemplary** response gives an interesting and detailed response strongly supported by text evidence;
2 points = A **sufficient** response gives a clear and reasonable response supported by text evidence;
1 point = A **partially sufficient** response gives a reasonable but vague response weakly connected to text evidence.
0 points = an **insufficient** response does not relate to the question

Question	Score:
1. 6 points	/6
2. 4 points	/4
3. 3 points	/3
Total:	/13