Curriculum Sample Template
Max. 8 Pages

Grade Level	Third	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	2 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.*	Use rubrics to self assess. Students should have background information about what expository texts are, how they are structured, and how they are different from fiction. Students should understand main idea and supporting details. Experience with using comparing/contrasting, cause/effect, and sequencing. Students need to know how to work in a literature circle.		
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 lesson is a part of the "Circle of life" thematic unit. The lesson will follow the Gradual Release model of instruction, incorporating the "I do", "we do", "you do". The text will be from Reading A-Z resource for all three languages (Spanish and Mandarin will translate). The "I do" section will include modeled reading/read aloud by the teacher. The "we/you do" section will be taught through literature circles. The "You do" section will be independent practice at home. Spanish and Mandarin will teach and practice the skill of identifying cause and effect Technology integration: RAZ Kids – e-book version for students		
Standard Number and Description *List the Number* and full description for the required Standard.*	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 *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.*	Student-led self evaluation Observation checklist		
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.*	Reading comprehension skills and checklist (page 2 of observation checklist) 12-18 meets 6-11 approaches 0-5 falls far below		

Materials/Resources Needed	*Camouflage* by Kira Freed (for each student), Literature circle journal, Observation checklist, student-led self evaluation, computers

* ***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, Stand ward (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	The teacher will build background by asking if they have ever been startled by an animal they did not see and why they did not see the animal. The teacher will give each student a copy of the book. As a whole group, the class will discuss the table of contents, and make predictions for each section. The teacher will remind students of the strategies they use to understand text. The teacher will give out literature circle journals to each student. Remind students that all members will have questioning and predicting roles for each meeting, and will take turns for the other roles. The teacher will guide students as they choose the other roles for the text "*Camouflage"* (Skill master roles: discussion leader, main idea & detail, cause and effect, compare and contrast, and sequence of events) The teacher will monitor and fill out the observation checklist while students read. The teacher will facilitate and monitor while filling out the observation checklist.	Students will brainstorm 2-3 minutes and respond to the question Students will preview the cover, title, and table of contents. Students will read to page 17 independently. While reading, students will complete their literature circle journals with questions, predictions and their skill master role. When reading is completed, students will participate in the discussion portion of the activity. The discussion leader will invite all group members to discuss the predictions they made while reading. (3-5 min) Students will take the lead in his/her skill master role and share the responses in their journal that pertain to their particular role. When done, other students may add additional ideas or questions for the group. (about 3 minutes per role)

		The students will actively discuss and respond to others with their own insights. Students will use evidence from the text to support their ideas. The discussion leader will ask everyone to get ready for the next reading session (next day). Students will do a quick summary of what they did that day, marking down the page they will start on the next day (page 18).
2	The teacher will put students in their groups with necessary materials (journals, books, etc.). The teacher will monitor and fill out observation checklist. The teacher will bring the students back to whole group. The teacher will ask students to brainstorm about the group they were just in, as well as groups from the past. The teacher will make a T chart on the board. The left side will be "What to do in a discussion group", the right side will be "What NOT to do in a discussion group".	The discussion leader will ask everyone to summarize previous day's reading. (Discussion leader ensures participation) Students will review their roles, finish reading the book and respond in their journal. When reading is completed, students will participate in the discussion portion of the activity. The discussion leader will invite all group members to discuss the predictions they made while reading. (3-5 min) Students will take the lead in his/her skill master role and share the responses in their journal that pertain to their particular role. When done, other students may add additional ideas or questions for the group. (about 3 minutes per role) The students will actively discuss and respond to others with their own insights. Students will use evidence from the text to support their ideas.

	The teacher will ask what qualities a good group member has. The class will fill out a web with their answers. The teacher will give each student a copy of the self evaluation, going over the indicators, and ask each student to complete one for themselves.	Students will go back into their group and share their self evaluations with the group.

Paste Summative Assessment Here:

Self-Evaluation

After a Literature Circle discussion, use this form to track how you participated.

	Level One	Level Two	Level Three
Selection: Read the assignment	❑ I did not read the assignment.	❑ I read some of the assignment.	❑ I read all of the assignment.
Prepared: recorded questions, predictions, roles in the Journal	❑ I was not prepared.	❑ I was partly prepared.	❑ I was prepared.
Materials: brought the selection and Journal	❑ I brought no materials.	❑ I brought some materials.	❑ I brought all materials.
Participated in group discussion	❑ I did not participate in the discussion.	❑ I participated once in the discussion.	❑ I participated more than once in the discussion.

After each Literature Circle discussion, write the levels showing how you performed. Then set your goals for participating in the next group discussion.

Date	Read the assignment	Prepared to discuss	Brought materials	Participated in discussion
	Level _____	Level _____	Level _____	Level _____

Goals for group participation: _____

Date	Read the assignment	Prepared to discuss	Brought materials	Participated in discussion
	Level _____	Level _____	Level _____	Level _____

Goals for group participation: _____

Date	Read the assignment	Prepared to discuss	Brought materials	Participated in discussion
	Level _____	Level _____	Level _____	Level _____

Goals for group participation: _____

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(Page two of observation checklist will be the rubric)

Literature Circles

Observation Checklist

Circulate and take notes as students discuss selections in their literature circle groups. Provide feedback to individual students based on the checklist and their self-evaluations.

Student Name: _____ **Group Name:** _____

Group Discussion Skills Checklist Use this checklist to assess students' ability to work in a group. Add other discussion skills that you wish to emphasize. For example, students may identify other important group behaviors while doing the Brainstorm About Group Discussions activity. After completing the checklist, use the information to determine which group behaviors need more coaching.

Group Discussion Skills	Consistently Evident	Sometimes Evident	Seldom Evident
The student or group • follows agreed-upon rules for discussions, including staying on topic			
• *(for the Discussion Leader)* facilitates a successful literature circle, helping other students participate and perform their roles			
• *(for the rest of the group)* cooperates with the Discussion Leader and demonstrates the qualities of a good group member			
• explicitly draws on preparation of Journal notes and other information during in-depth discussion of the selection			
• engages effectively in collaborative discussions about the selection, builds on others' ideas, and expresses own ideas clearly			

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Reading Comprehension Skills and Strategies Checklist Use this checklist to assess how well students apply strategies to understand what they read. Refer to the chosen Role Descriptions as a quick reminder of how students should perform their roles. Then decide which expectations apply to the fiction or nonfiction selection the group is reading. Use the completed checklist to determine which roles need reteaching.

Reading Comprehension Skills and Strategies	Consistently Evident	Sometimes Evident	Seldom Evident
The student or group • makes and reviews predictions before, during, and after reading to increase comprehension			
• asks and answers literal and inferential questions before, during, and after reading to increase comprehension			
• performs chosen Skill Master roles in a way that shows comprehension and helps group members understand the selection *(refer to Role Descriptions for specific behaviors to look for with each role)*			
❑ Main Idea and Details			
❑ Compare and Contrast			
❑ Sequence of Events			
❑ Cause and Effect			
• performs chosen Literary roles in a way that shows comprehension and helps group members understand the selection *(refer to Role Descriptions for specific behaviors to look for with each role)*			
❑ Summarizer			
❑ Travel Tracker			
❑ Theme Tracker			
❑ Conflict Connector			
❑ Character/People Tracker			
❑ Wordsmith			
❑ Connector			
❑ Illustrator			
❑ Researcher			
❑ Literary Reactor			
• refers accurately to the selection to support inferences, conclusions, and connections			

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