Curriculum Sample Template
Max. 8 Pages

Grade Level	3	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students already know how to pull the main idea and supporting details from a single text. Also, a unit on organizational features (i.e. Table of Contents, glossary, index, headings, etc.) has already been taught and mastered earlier in the year. Students are comfortable using organizational features to locate information independently. Students have also been exposed to double bubble maps and have a good understanding of how to use them to compare and contrast information. In this unit, students will build off of their understanding of double bubble maps to compare and contrast the most important points and key details in two texts on the same topic.		
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.*	These reading lessons will be taught during CASA Academy's hour-long "Reading Comprehension Integrating Science and Social Studies" block as described in the Program of Instruction. While this particular unit does not link specifically to a third grade science or social studies standard, it provides information students will use in fourth grade when they study the water cycle, and builds on knowledge students learned in second grade about states of matter. Only a portion of this block is used for reading instruction each day so that the remainder of the block can be spent explicitly teaching a science or social studies unit separate from the reading unit. Please note that the amount of time spent on reading instruction each day varies, so the teacher will plan the science/social studies unit to fit within the given daily times. These lessons follow the direct instruction model, including setting a purpose for learning, introduction to new material, guided practice, independent practice, and closure. Additionally, these lessons use authentic approaches as they utilize real books like those that students interact with on a daily basis and set an authentic purpose for learning each day.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Grade: 3 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		
Materials/Resources Needed	Sample Double Bubble map, chart paper, class sets of the following books: 3rd grade Common Core recommended text, A Drop of Water: A Book of Science and Wonder by Walter Wick, Water by Andrew Charman, and Science Matters: Precipitation by Frances Purslow		

* ***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).*

Lesson (add as needed)	Instructional Strategies	Student Activities
	Objective: Students will be able to identify the main idea and supporting details from two texts on the same topic.	
	Introduction to New Material (10 minutes):	
	Teacher will show students one item (for example, an orange) and have students describe the item using their five senses by raising their hands to share ideas with the class. Teacher will list descriptions. Then teacher will show students a second, somewhat similar, item (for example, an apple and an orange) and have the students describe the first item again in comparison and in contrast to the second item. Teacher will list comparisons and contrasts. Teacher will guide students to the conclusion that because our brain likes to make connections, comparing and contrasting items allows our brain to think with more detail, remember information, and understand information better. Teacher will tell students that this week we will be comparing and contrasting the most important ideas and key details in two texts on the same topic.	Students describe the given items using their five senses by raising their hands to share their ideas with the class. Students compare and contrast the two items, sharing their ideas with the class when called on by the teacher. Students will listen actively.
1	Teacher will tell students that today we will focus on identifying the main idea and supporting details from two texts on the same topic. Teacher will read aloud short sections of A Drop of Water and Water that discuss the same information. As the teacher reads each book, he/she will model finding the main idea and identifying supporting details and writing them down on a chart. Teacher will prompt students to copy the teacher's model onto their papers.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will copy the teacher's model onto their own papers as prompted.
	Guided Practice (10 minutes):	
	Teacher and students will read a new section of A Drop of Water, stopping to think about and write down the main idea and key supporting details. Teacher will prompt students to think-pair-share the main idea and key details in appropriate places before writing down ideas. Teacher and students will repeat this with the text Science Matters: Precipitation. Teacher will gradually release more responsibility to students throughout the guided practice, having students do more and more of the work.	Students will read a new section of A Drop of Water as prompted by the teacher, stopping to think about and write down the main idea and key supporting details. Students will think-pair-share the main idea and key details as directed by the teacher. Students will repeat this with the text Science Matters: Precipitation.

	Independent Practice (10 minutes): Teacher will assign students sections of A Drop of Water and Water. Using the information provided in the selected pages, teacher will tell students to find the main idea and key supporting details, recording them on their papers. Meanwhile, the teacher pulls a small group of students who are unable to read the book at an independent level to provide further guided practice and support with the text. **Closure (5 minutes):** Teacher will review the objective, prompting students to think-pair-share the main ideas and key supporting details they found in each text. Teacher will circulate to hear student responses and ask several students with exemplar responses to share.	Students will read the assigned sections of A Drop of Water and Water. Using the information provided in the selected pages, students will find the main idea and key supporting details, recording them on their papers. A small group of students (who are unable to read the text on an independent level) work with the teacher. Students will think-pair-share the main ideas and key supporting details they found in each text. Several students with exemplar responses will share with the class as prompted by the teacher. Students will listen actively while other students share.
2	**Objective**: Students will be able to compare and contrast the most important points (main ideas) in two texts on the same topic. **Introduction to New Material (10 minutes):** Teacher will remind students that identifying the main ideas of two separate texts helps us make connections to develop a deeper understanding about a topic, like we did with our learning about states of matter and water yesterday. Teacher tells students that today we will think more deeply about the information we learned yesterday to compare and contrast the main ideas of different sections of the two books. Teacher will refer to the chart listing the main idea and key supporting details of A Drop of Water and Water yesterday. Teacher will model comparing and contrasting the main ideas of the chosen sections of the two books. As teacher models, he/she will create a double bubble map and record comparisons on the double bubble map. Teacher will prompt students to copy the teacher's models onto their own papers. Teacher will explain that putting information into a double bubble map helps our brain to organize the information that it is gathering. **Guided Practice (10 minutes):** Teacher will direct students to get out their charts where they recorded the main idea and supporting details of different sections of Science Matters: Precipitation and A Drop of Water yesterday.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will copy the teacher's model onto their own papers as prompted. Students will get out their charts from yesterday. Students will compare and contrast the main ideas of the various sections with the teacher, creating a new double bubble map to record the comparisons. Students

	Teacher and students will together compare and contrast the main ideas of the various sections, creating a new double bubble map to record the comparisons. Teacher will direct students to think-pair-share the following question: "What did you learn about the similarities and differences between the main ideas of these two texts?" Teacher will circulate to listen to student responses, determine who requires more support with the objective, and prompt students to share with the class as appropriate.	will think-pair-share to answer the teacher's question.
	Independent Practice (10 minutes):	
	Teacher will prompt students to use their charts where they recorded the main ideas and supporting details of different sections of A Drop of Water and Water yesterday. Teacher will tell students to create a new double bubble map, recording similarities and differences between the main ideas presented in their double bubble maps. Meanwhile, the teacher will pull a small group of students who require additional support on the objective as evidenced by data collected while the teacher was circulating during guided practice. Teacher will provide further guided practice.	Students will use their charts where they recorded the main ideas and supporting details of different sections of A Drop of Water and Water yesterday. Students will create a new double bubble map, recording similarities and differences between the main ideas presented in their double bubble maps. A small group of students work with the teacher in further guided practice.
	Closure (5 minutes):	
	Teacher will bring the class back together. Teacher will prompt students to think-pair-share how they compared and contrasted the main ideas from the sections of text they read independently. Teacher will circulate to listen to student responses and ask students with exemplar responses to share with the class.	Students will think-pair-share how they compared and contrasted the main ideas from the sections of text they read independently. Students with exemplar responses will share with the class while other students listen actively.
3	**Objective**: Students will be able to compare and contrast the key details in two texts about the same topic.	
	Introduction to New Material (10 minutes):	
	Teacher will tell students that today we will continue to compare and contrast information, but today we will do so by comparing and contrasting the key details that support the main ideas we compared and contrasted yesterday. This is going to help our brains to make connections between all of the information we are learning.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Teacher will refer to the chart listing the main idea and key supporting details of A Drop of Water and Water from day one. Teacher will model comparing and contrasting the key details of the chosen sections of the two books. As teacher models, he/she will add to the double bubble map from yesterday. Teacher will prompt	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will copy the teacher's model onto their own papers as prompted.

	students to copy the teacher's model onto their own papers. **Guided Practice (15 minutes):** Teacher will direct students to get out their double bubble maps from yesterday as well as the charts where they recorded the main idea and supporting details of different sections of Science Matters: Precipitation and A Drop of Water on day one. Teacher and students will together compare and contrast the key details of the various sections, recording their comparisons onto their double bubble maps from yesterday. Teacher will direct students to think-pair-share to discuss their learning in appropriate places. Teacher will circulate to listen to student responses, determine students who require additional support with the objective, and prompt students to share with the class as appropriate. **Independent Practice (10 minutes):** Teacher will prompt students to use their charts where they recorded the main ideas and supporting details of different sections of A Drop of Water and Water on day one and their double bubble maps from yesterday. Teacher will tell students to add to their double bubble maps, recording similarities and differences between the key details presented in various sections of the text. Meanwhile, the teacher will pull a small group of students who require additional support on the objective as evidenced by data collected while the teacher was circulating during guided practice. Teacher will provide further guided practice. **Closure (5 minutes):** Teacher will bring the class back together. Teacher will prompt students to think-pair-share how they compared and contrasted the key details from the sections of text they read independently on day one. Teacher will circulate to listen to student responses and ask students with exemplar responses to share with the class.	Students will get out their double bubble maps and charts. Students will compare and contrast the key details of the various sections with the teacher, recording the comparisons on their double bubble maps. Students will think-pair-share to discuss their learning in appropriate places as directed by the teacher. Students will use their charts and double bubble maps. Students will record similarities and differences between the key details presented in the two texts (recorded on their charts) in their double bubble maps. A small group of students work with the teacher in further guided practice. Students will think-pair-share how they compared and contrasted the key details from the sections of text they read independently. Students with exemplar responses will share with the class while other students listen actively.
4	**Objective**: Students will be able to compare and contrast the most important points and key details presented in two texts on the same topic. **Introduction to New Material (10 minutes):** Teacher will tell students that today we are going to put all of the steps we've been following this week together. This is what we do	Students will actively listen using predetermined listening norms

	as readers anytime we are reading a book! We will first read two new sections of our texts about the same topic. As we read, we will record the main idea and key details of each text. Then we will create a double bubble map to compare and contrast the main ideas and key supporting details from each text. Teacher models going through these steps, prompting students to record the teacher's model on their papers.	(nodding, flea claps, etc.). Students will copy the teacher's model onto their own papers as prompted.
	Guided Practice (15 minutes): Teacher assigns students two new sections of the two texts on the same topic and directs students to work with their partners to complete the steps we've been practicing. Teacher circulates to assist students and determine which students are successfully completing the objective, identifying those who require additional support. Teacher brings the class back together and has several partnerships share how they compared and contrasted the most important points and key details.	Students work with their partners to complete the steps to compare and contrast the most important points and key details of the two texts. Several partnerships share with the class as directed by the teacher.
	Independent Practice (15 minutes): Teacher assigns two new sections and directs students to go through the steps with these new sections. Meanwhile, the teacher will pull a small group of students who are unable to read the book at an independent level or who demonstrated a need for additional support with the objective. Teacher provides further guided practice and support with the text.	Students complete the independent practice, reading the assigned sections and comparing and contrasting the most important points and key details in two texts on the same topic. A small group of students (who are unable to read the text on an independent level or who require additional support with the objective) work with the teacher.
	Closure (5 minutes): Teacher brings the class back together. Teacher directs students to summarize their learning, listing the steps necessary to compare and contrast the most important points and key details presented in two texts on the same topic, with a partner. Teacher has one student with an exemplar response share out.	Students summarize their learning with a partner, listing the steps necessary to complete the objective. One student with an exemplar response shares out while other students listen actively.
5	**Assessment:** Compare and contrast the most important points and key details presented in two texts on the same topic. **5 minutes:** Teacher will tell students that today they will get to show all they have learned about comparing and contrasting the most important points and key details in two texts. Teacher will remind students that this skill is important because it helps their brains make connections between all of the new information they are learning. Teacher will give directions and distribute the assessments	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).

	and necessary books to students. **25 minutes:** Teacher directs students to complete the assessment. Teacher monitors student progress, but does not assist students in the completion of the assessment in any way.	Students independently complete the assessment.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

*All of the questions are open-ended but should include responses similar to the exemplar responses listed in bold within the assessment below. As long as the response provides similar information (or information that is listed on the given page in the assessment item that answers the given question accurately), it will be considered correct even if the sentences are not exactly like the ones written below. There are a total of 12 points that can be earned on the summative assessment and all assessment items will together determine a student's proficiency with the given standard. Students must earn at least 10.5 out of 12 points (88%) to demonstrate mastery. (The bar of mastery at CASA Academy is 85% or higher. However, for this assessment, it is not possible to earn exactly 85%.)

Summative Assessment, Answer Key and Scoring Rubric:
Use Sharks (Reading A to Z) and Shark by Simon Mugford to complete the assessment.

1. What is the most important point made in Sharks (Reading A to Z) on page 7 under the heading "Physical Description"?
Sharks can be all different sizes. (1 point)

2. List two key details described in the text Sharks (Reading A to Z) on page 7 that support the most important point you listed in #1.
The whale shark is the largest shark in the world. (.5 point)
Some sharks are just a few inches long. (.5 point)

3. What is the most important point made in Shark by Simon Mugford on pages 6-7?
Sharks can be different in size and how they look, but most sharks have similar traits. (1 point)

4. List two key details described in the text Shark by Simon Mugford on pages 6-7 that support the most important point you listed in #3.
Sharks use their fins to help them steer. (.5 point)
Most sharks have large mouths with lots of teeth. (.5 point)

5. How were the most important points you listed in #1 and #3 similar or different?
The points made were _____ because _____.
The points made were **similar** because **both books talked about how sharks can be different sizes. (1 point)**

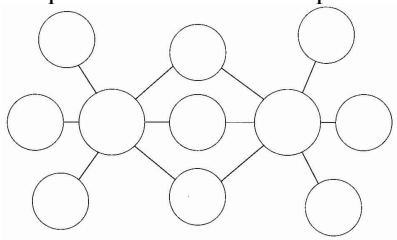
6. Compare and contrast the key details you listed in #2 and #4 above using the sentence frame provided and the words similar or different.
The key details were _____ because _____.
The key details were **different** because **the details given in Sharks (Reading A to Z) focused on sharks being different sizes while the details in Shark by Simon Mugford focused on the shark's traits like fins and teeth. (1 point)**

7. Now choose several sections of Sharks (Reading A to Z) and Sharks by Simon Mugford that are about the same topic and read these sections. As you read, create a double bubble map to compare and contrast the most important points and key details you learned from each text. Make sure to:

- Give at least two (2) similarities or differences about the most important points made.
- Give at least two (2) similarities or differences about the key details that support the most important points.
- Show whether the most important points and key details were the same or different in each book by drawing connecting lines on your double bubble map.

You may **NOT** include the important points or key details already discussed in #1-6 above.

Sample Double Bubble Map:



Rubric for #7:

	0 points	**1 point**	**2 points**
Compare and contrast the most important points from books about sharks	Includes 0 comparisons or contrasts of the most important points OR Majority of the work is inaccurate	Includes 1 comparison or contrast of the most important points OR Includes 2 different comparisons or contrasts with inaccurate information	Includes 2 or more different comparisons or contrasts of the most important points AND comparisons and/or contrasts are accurate
Compare and contrast key details from books about sharks	Includes 0 comparisons or contrasts of the key details OR Majority of the work is inaccurate	Includes 1 comparison or contrast of key details OR Includes 2 different comparisons or contrasts with inaccurate information	Includes 2 or more different comparisons or contrasts of the key details AND comparisons and/or contrasts are accurate
Identify whether or not important points and key details from the books are the same or different	0-1 points are correctly organized in the double bubble map, showing whether they came from one book or both books using connecting line(s)	2-3 points are correctly organized in the double bubble map, showing whether they came from one book or both books using connecting line(s)	4 points are correctly organized in the double bubble map, showing whether they came from one book or both books using connecting line(s)