Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**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.*	By this point in the year, kindergarten students have already spent time focusing on identifying the main ideas in texts. The concepts of similar and different have been thoroughly explored in mathematics and science lessons. Students have also been exposed to numerous non-fiction texts and they are knowledgeable of the components of these texts. Kindergarteners have had ample practice with independently reading Reading A-Z books. In this unit, students will build upon this ability to compare and contrast items by learning how to do so with 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. This particular unit does not link specifically to a kindergarten science or social studies standard; therefore, the remainder of the block each day is spent explicitly teaching a science or social studies unit separate from the reading unit. Please note that the times spent on reading instruction each day vary, 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: K Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
Materials/Resources Needed	Books: Water, Water, Everywhere, Follow the Water from Brook to Ocean, From Seed to Pumpkin, The Pumpkin Book Reading A-Z books: Places Plants and Animals Live, Where Animals Live, Winter, Winter Fun, Grow Vegetables Grow, and Where Plants Grow Venn diagram charts, Venn diagrams, sentence frame worksheets		

* ***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
1	**Objective:** Students will identify basic similarities between two texts on the same topic. **Intro to New Material (5 minutes):** Teacher will explain to students that this week we are going to be learning how to find similarities, or things that are the same, and differences in two books. Teacher asks students why it is important to be able to say what is the same and what is different in two books. Teacher facilitates a discussion that concludes that as good readers, we can understand what we are reading better when we can do this. Teacher will explain to students that today we are going to be focusing on finding things that are similar, or the same, in two books. To activate knowledge of similarity, teacher will call two students to the front and write a list on the board with student input of similarities between the two students. Teacher will repeat this exercise by holding up two objects, and make a list of similarities with student input. Teacher will explain that we do the same thing when we are reading books.	Students will listen actively and participate in discussion. Students will provide examples of similarities for class lists by raising hands.
	Guided Practice (15 minutes): Teacher reads aloud the following books: Water, Water, Everywhere and Follow the Water from Brook to Ocean. After the first story, teacher facilitates discussion among students of the main ideas in the book. Teacher reads second book. While reading, teacher stops to allow students to share with each other similarities between the two books and makes a list of student ideas on the board. Teacher will ask students to show thumbs up/thumbs down to show if something is a similartity between the two books or not. Teacher will note which students are showing thumbs up/thumbs down correctly when asked whether something is a similarity between the two books. At the conclusion of the story, teacher reads list aloud with students to reiterate the similarities the class has identified in the two texts. Teacher asks each student to name a similarity in the two texts as a final check for understanding.	Students will listen actively to the books read aloud. Students will share aloud the main details from the first book. Students will think-pair-share with partners during the reading of the second book about similarities between the two books. When a student shares a similarity found, the rest of the students will thumbs up/thumbs down whether this is a similarity as a check for understanding (thumbs up indicates similarity, thumbs down indicates not a similarity). Students will share with the class similarities that they have found in the two books. Students will echo-read list with teacher. Each student will name a similarity as a final check for understanding.

	Independent Practice (15 minutes): Teacher informs students that it is time for them to practice finding similarities between two books on their own. Teacher will choral read with students Places Plants and Animals Live and Where Animals Live and students will create a list at their desk of similarities between the two books. Students who had difficulty with the final check for understanding work in a small group with the teacher using the texts. As students demonstrate mastery, teacher releases them to independent practice. As students work, teacher will circulate the room to monitor student practice and assist students as necessary. **Closure (5 minutes):** Teacher brings the class back together. Teacher asks three students who have created exemplar lists to share similarities found in the two books. Teacher prompts other students to show thumbs up/thumbs down if they agree/disagree that these are similarities. Teacher tells the class that he/she is so proud of their hard work today, and that tomorrow we are going to be thinking about differences between two books.	Students will choral read the books and then move to their seats where they write a list of the similarities found in the two books. Students who have not demonstrated mastery during teacher check for understanding before release to independent practice will work with teacher on finding similarities between the two books, and as they start to demonstrate mastery, will move to work independently at their seats to complete their list. Students will listen actively on the front carpet to student share-out of similarities. Students will show thumbs up/thumbs down if they agree/disagree that these are similarities. Students will listen actively.
2	**Objective:** Students will identify basic differences between two texts on the same topic. **Intro to New Material (5 minutes):** Teacher will ask students to state what we are learning about this week, and what we learned about yesterday, prompting as necessary. Teacher asks students why it is important to be able to say what is the same and what is different in two books. Teacher facilitates a discussion that concludes that as good readers, we can understand what we are reading better when we can do this. Teacher will explain to students that today we are going to be focusing on finding things that are different between two books. To activate knowledge of differences, teacher will call two students to the front and write a list on the board with student input of differences between the two students. Teacher will repeat this exercise by holding up two objects, and make a list of differences with student input. Teacher will explain that we do the same thing when we are reading books. **Guided Practice (15 minutes):** Teacher reads aloud the following two books from yesterday to activate student memory of the details of the books: Water, Water,	Students will listen actively and raise hands to state objective and why it is important. Students will provide examples of differences for class lists by raising hands. Students will listen actively. Students will listen actively to the books read aloud. Students will think-pair-share with partners during the reading of the second book about

	Everywhere and Follow the Water from Brook to Ocean. While reading, teacher stops to allow students to share with each other differences between the two books and makes a list of student ideas on the board. Teacher will prompt students to show thumbs up/thumbs down to indicate differences between the two books and will note which students are showing thumbs up/thumbs down correctly. At the conclusion of the story, teacher echo-reads list aloud with students to reiterate the differences the class has identified in the two texts. Teacher asks each student to name a difference between the two texts as a final check for understanding.	differences between the two books. When a student shares a difference found, the rest of the students will show thumbs up/thumbs down to indicate whether this is a difference as a check for understanding. Students will echo-read list with teacher. Students state a difference they found between the two books as prompted by the teacher.
	Independent Practice (10 minutes): Teacher informs students that it is time for them to practice finding differences between two books on their own using the books we found similarities with yesterday. Teacher will choral read with students the books Places Plants and Animals Live and Where Animals Live, and students will create a list at their desk of differences between the two books. Students who had difficulty with the final check for understanding work in a small group with the teacher using the texts. As students demonstrate mastery, teacher releases them to independent practice. As students work, teacher will circulate the room to monitor student practice and assist students as necessary.	Students will choral read with the teacher the two books and then move to their seats to write a list of the differences found in the two books. Students who have not demonstrated mastery during teacher check for understanding before release to independent practice will work with teacher on finding differences between the two books, and as they start to demonstrate mastery, will move to work independently at their seats to complete their lists.
	Closure (5 minutes): Teacher brings the class back together. Teacher asks three students who have created exemplar lists to share differences they found in the two books. Teacher prompts other students to show thumbs up/thumbs down if they agree/disagree that these are differences. Teacher tells the class that he/she is so proud of their hard work today, and that tomorrow we are going to be thinking about both similarities and differences in two books.	Students will listen actively on the front carpet to student share-out of differences. Students will show thumbs up/thumbs down to indicate they agree/disagree that these are differences. Students listen actively to the teacher.
3	**Objective:** Students will identify basic similarities and differences between two texts on the same topic using a Venn diagram. **Intro to New Material (10 minutes):** Teacher will have students recall week's objective of identifying basic similarities and differences between two texts and why it is important, prompting students as necessary. Teacher will inform students that today we are going to be using a Venn diagram to show	Students will listen actively and raise hands to state objective and why it is important. Students will help teacher recall similarities and differences from lists. Students will use hand signal for similar (thumbs up) and hand signal for different (thumbs down), to indicate where teacher

	how we can identify similarities and differences between two texts. Teacher will model how to create a Venn diagram for the stories Water, Water, Everywhere and Follow the Water from Brook to Ocean using the lists of similarities and differences the class created the previous two days. Teacher will prompt students to show thumbs up/thumbs down to indicate similarities and differences and where teacher should place the items in the Venn diagram.	should place each item on Venn diagram.
	Guided Practice (15 minutes):	
	Teacher will read aloud the two books From Seed to Pumpkin by Wendy Pfeffer (from Common Core list) and The Pumpkin Book by Gail Gibbons. Teacher will stop at various points in the story to allow students to think-pair-share similarities and differences. Teacher will provide Venn diagrams for each table group. Working together as a group, students will list similarities and differences between the two books. Teacher will circulate the classroom monitoring groups, making note of students who are struggling to perform the objective, and assisting as necessary. Teacher will call students back whole-group and prompt each table group to come to the front of the room and write one similarity and one difference that their table found onto a Venn diagram poster.	Students will actively listen to the teacher read aloud of the two books. Students will think-pair-share with partners similarities and differences between the books. Students will work together cooperatively at tables, contributing similarities and differences and writing them in the correct places on the Venn diagram. Students will contribute items to the class Venn diagram.
	Independent Practice (15 minutes):	
	Teacher informs students that it is time for them to practice finding similarities and differences between two books on their own. Teacher will provide students with the following two books from Reading A-Z: Grow Vegetables Grow and Where Plants Grow. Students will read the texts then will independently create a Venn diagram illustrating similarities and differences. While the rest of the class creates their Venn diagrams independently, the teacher works with the students who did not demonstrate mastery as determined by teacher observations during the guided practice. As students demonstrate mastery, teacher releases them to independent practice. As students work, teacher will circulate the room to monitor student practice and assist students as necessary.	Students will work independently at their desks, reading the Reading A-Z texts, creating their Venn diagrams, and placing similarities and differences found onto their Venn diagrams. A small group of students who did not demonstrate mastery of the objective will work with the teacher in further guided practice. Students will return to their seats to complete the independent practice as directed by the teacher.
	Closure (5 minutes):	
	Teacher brings the class back together. Teacher asks several students who have created exemplar Venn diagrams to each share a similarity or a difference they found in the two reading A-Z books and place them on a group Venn diagram.	Several students will share with the class as prompted by the teacher. Other students will listen actively on the front carpet to student share-out of similarities and differences and their placement on the Venn diagram.

4	**Objective:** Students will identify basic similarities and differences between two texts on the same topic using sentence stems. **Intro to New Material (5 minutes):** Teacher will have students recall week's objective of identifying basic similarities and differences between two texts, prompting students as necessary. Teacher will inform students that today we are going to be using our Venn diagrams to say and write complete sentences about similarities and differences in two books. Teacher will post the following sentence frames on the board and ask students to echo-read: "These two books are similar because _____" and "These two books are different because _____." To model, teacher will use the Venn diagram created during Introduction to New Material yesterday. Teacher will place similarities and differences into appropriate sentence frames, writing the sentences on the board. **Guided Practice (10 minutes):** Teacher will review the two books <u>From Seed to Pumpkin by Wendy Pfeffer</u> (from Common Core list) and <u>The Pumpkin Book</u> by Gail Gibbons from yesterday's read aloud, referencing the similarities and differences indicated in the Venn diagram from yesterday. Teacher will prompt various students to use the appropriate sentence frames to share verbally the similarities and differences between the books and have other students echo-read the students' sentences. Teacher will have chart paper on the front board to record students' sentences, and students will have worksheets that use the same sentence prompts as on the chart paper that they will be filling in simultaneously. Teacher will stop before all similarities and differences have been placed into sentence frames and have students complete the final two sentence frames on their own as a check for understanding. **Independent Practice (10 minutes):** Teacher informs students that it is time for them to practice writing their own sentence frames to identify similarities and differences using the Reading A-Z books <u>Grow Vegetables Grow</u> and <u>Where Plants Grow</u> that they read yesterday. Teacher will prompt students to use their Venn diagrams from yesterday as they place the similarities and differences into sentence frames. Students who had difficulties placing the final two similarities and differences into sentence frames during guided practice will work in a small group with the teacher. As students demonstrate mastery, teacher releases	Students will actively listen and recall week's objective. Students will echo-read the sentence frames as they are posted and listen to the teacher's model. Students listen actively as the teacher reviews the books and Venn diagram from yesterday. Then students will use similarities and differences from the Venn diagram to complete the sentence frames. Students will echo the sentences using the sentence frame after another student has said it. Students will copy the sentences onto their worksheets. Students will complete the final two sentence frames independently as a check for understanding. Students will work independently at their desks completing the sentence frames, using the given texts and their Venn diagrams from yesterday. Students who had difficulties placing the final two similarities and differences into sentence frames during guided practice will work in a small group with the teacher. As students demonstrate mastery, they will return to their seats to complete the independent practice.

	them to independent practice. As students work, teacher will circulate the room to monitor student practice and assist students as necessary. **Closure (5 minutes):** Teacher brings the class back together. Teacher asks several students who have created exemplar sentence frames to write their sentences on the front board. Teacher prompts other students to show thumbs up/thumbs down if they agree/disagree that these are similarities and differences between the information presented in the two books.	Several students will share with the class by writing their sentences on the front board. Students will listen actively on the front carpet to student share-out of sentence frames. Students will show thumbs up/thumbs down if they agree/disagree that these are similarities and differences.
5	**Assessment:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **5 minutes:** Teacher will explain to students that today we will have the chance to show how well we have learned the objective of identifying similarities and differences between two books with the same topic. Teacher shows students exemplar Venn diagram and sentence frames from days three and four. Teacher reminds students to follow the same steps today to say the similarities and differences between the texts. **25 minutes:** Teacher provides students with necessary books and the assessment and directs students to complete the assessment. Teacher reads the assessment items aloud as needed by students and walks around to monitor student progress. However, teacher does not assist students with anything related to the objective. Teacher has students read Venn diagram and sentence frames aloud to assess using the answer key and scoring rubric below.	Students listen actively. Students complete the assessment at their desks independently.

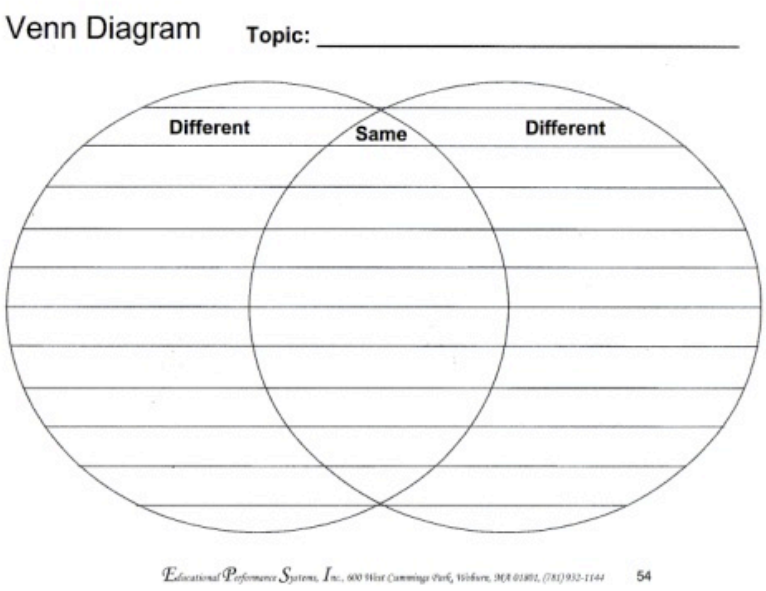
Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Summative Assessment, Answer Key, and Scoring Rubric:

* Sentence stem responses 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 completes the sentence stem accurately according to the texts), it will be considered correct even if the sentences are not exactly like the ones written below. There are a total of eight 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 seven out of eight 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%.) Points are awarded as stated in the answer key and scoring rubric below.

1. Using the Reading A-Z texts Winter and Winter Fun, create a Venn diagram to identify similarities and differences between the texts, noting two similarities and two differences.

Sample Venn Diagram:



Venn Diagram Rubric:

	0 points	1 point	2 points
Lists Similarities	Student does not list any accurate similarities that the books share.	Student lists 1 accurate similarity that the books share.	Student lists 2 accurate similarities that the books share.
Lists Differences	Student does not list any accurate differences between the two books.	Student lists 1 accurate difference between the two books.	Student lists 2 accurate differences between the two books.

Using your Venn diagram, complete the sentence frames to identify how the two books are similar.

2. Winter and Winter Fun are similar because **both books talk about mittens that you wear in the winter. (1 point)**
3. Winter and Winter Fun are similar because **there are sleds in both books and you use them in winter. (1 point)**

Using your Venn diagram, complete the sentence frames to identify how the two books are different.

4. Winter and Winter Fun are different because **Winter talks about snow and Winter Fun talks about hats. (1 point)**
5. Winter and Winter Fun are different because **Winter talks about ice skates and Winter Fun talks about boots. (1 point)**