Curriculum Sample Template
Max. 8 Pages

Grade Level	1	**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 will have already mastered a unit on functional text, familiarizing them with the elements of non-fiction (table of contents, chapters, glossaries, etc.). This vocabulary will be familiar to them. All first grade decoding standards and phonics patterns will have been taught, enabling the students to read these texts, which are on the upper-end of the continuum of difficulty in first grade. Students will have extensive experience with bubble maps and double bubble maps from prior reading *and* writing units (bubble maps being the main method of brainstorming in writing class). Finally, students will also have mastered basic comparing and contrasting. Now they are applying it in a broader way, while also learning social studies content.		
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 the hour-long block of time titled "Reading Comprehension Integrating Science and Social Studies" as described in the Program of Instruction. This particular unit focuses on the first grade Arizona State Social Studies Standard, Strand 1, Concept 9, PO1: Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others. Students are learning both this essential social studies content while also learning how to identify similarities and differences between two texts on the same topic. These lessons demonstrate the integration of social studies and reading content within the same lesson. 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: 1 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
Materials/Resources Needed	Class book sets: Rosa, Rosa Parks: Bus Ride to Freedom, Martin's Big Words, and Robin Hill School: Martin Luther King, Jr. Day Single book copy for teacher model: Harvesting Hope: The Story of Cesar Chavez and Rookie Biographies: Cesar Chavez Example Double Bubble Map, organizational features checklists for student reference		

* ***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 read a book about a leader and record details they learned in a graphic organizer. **Introduction to New Material (10 minutes):** Teacher invests students by explaining that our world used to be a very different place, but it has changed because of leaders. Leaders are people who make the world a better place. Teacher links social studies to reading by explaining that reading can tell us more about these leaders and how they changed the world. Teacher explains that different books may give us different information *even if they're about the same topic.* Teacher sets the purpose for the week by saying that we will read two books on the same leader and look for ways the books are different and the same. Today we start by reading one book on a leader, and recording what we learned about this leader.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Teacher will read aloud from the book Harvesting Hope: The Story of Cesar Chavez, pausing to think aloud about details he/she learned about Cesar Chavez. Teacher will model how to record the details on a Bubble map.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Guided Practice (30 minutes): Teacher continues reading the book, prompting students to show when they have learned something new by pointing at their heads. If a majority of students point at their head on a page, teacher will prompt students to complete the following sentence frame using think-pair-share: "On this page, I learned _____ about Cesar Chavez."	Students actively listen with their hands in their laps. When they learn something new from the book, they will silently point at their heads to signal to the teacher. Students will share their ideas with their partners using think-pair-share and the given sentence frame.
	Teacher briefly introduces the leader the students will read about: Rosa Parks. Teacher shows students that they will be reading the first half of Rosa Parks: Bus Ride to Freedom. Teacher models partner reading with a student: Partner A reads and Partner B retells. Teacher reminds students to fill in a Bubble map (when they are finished with half the book) to record at least three things they learned about the leader Rosa Parks. Teacher circulates as students partner read in order to assess student understanding. If the majority	Students actively listen as the teacher and a student model how to partner read. Then students return to their seats and partner read from their book. After partner reading, students write details they learned in their Bubble map.

	of students are confused about something, teacher gets students' attention to re-teach whole group. Otherwise, re-teaching can be tailored to an individual partnership's unique needs. **Independent Practice (15 minutes):** Teacher prompts students to read the remainder of Rosa Parks: Bus Ride to Freedom, explaining that they must write at least three details they learned on their own in a new Bubble map. 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 brings the class back together and has several students share the details they learned as they were reading on their own.	Students independently read their book and write at least three additional details they learned from the second half of the book in their Bubble maps. A small group of students (who are unable to read the text on an independent level) work with the teacher. Students share and actively listen using predetermined listening norms (nodding, flea claps, etc.).
2	**Objective:** Students will read another book about the same leader and decide whether details given in the book are the same or different as yesterday's book. **Introduction to New Material (10 minutes):** Teacher reminds students that we are reading about leaders who changed the world. Teacher explains today's purpose: to read another book on the same leader and see what details from the books are the same and which are different. Teacher will read aloud from the book Rookie Biographies: Cesar Chavez, pausing to think aloud about details he/she learned about Cesar Chavez. As the teacher reads, he/she will reference the Bubble map from yesterday, writing that information *and* new information read in today's book on a Double Bubble map. Teacher will think aloud about whether the new detail was *also* shared in yesterday's book, or if this detail was only shared in today's book. Details that are from both books will be connected to both titles to show that they're the same. **Guided Practice (30 minutes):** Teacher continues reading the book, prompting students to point at their heads if they learned a *brand-new detail*, or to hold up a two with their fingers if they hear a detail that *both books talked about.* If a majority of students signal on a page, teacher engages students in a think-pair-share about the detail and whether or not both books	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 actively listen with their hands in their laps. When they learn something new from the book, they will silently point at their heads to signal to the teacher. If they hear a detail that they already learned from yesterday's book, students hold up a two. Students will share their ideas

	talked about it. Teacher tells the class that today they will read a different book about Rosa Parks called Rosa. Teacher models partner reading with a student: Partner A reads a page and Partner B retells a page, then they switch. Teacher reminds students to fill in a Double Bubble map when they are finished to record at least three things they learned, or connect details that are the same to both titles on the map. Teacher tells students which pages to read together and has students get out their Bubble maps from guided practice yesterday to reference while they work. Teacher circulates as students partner read in order to assess student understanding. If a majority of students are confused about something, teacher gets students' attention to re-teach whole group. Otherwise, re-teaching can be tailored to an individual partnership's unique needs. **Independent Practice (15 minutes):** Teacher prompts students to read the remainder of Rosa independently, explaining that they must write at least three details they learned on their own. Teacher tells students to decide if details are talked about by both books or just one book. Teacher pulls a small group of students who are unable to read the book independently to provide additional support through guided practice. **Closure (5 minutes):** Teacher brings the class back together and has several students share the details they learned as they were reading on their own.	with their partner using think-pair-share. Students partner-read the book pages as instructed by the teacher, taking turns reading pages or retelling. Afterwards, students work together to complete their Double Bubble Maps, referencing their Bubble maps from yesterday, and determine if details were shared in one or both books. Students independently read their book and write at least three additional details they learned from the second half of the book. Students will connect details from both books to both titles on the Double Bubble map. If a detail is only included in one book, it should only connect to that title. Students share and actively listen using predetermined listening norms (nodding, flea claps, etc.).
3	**Objective:** Students will use a checklist to explain how a book is organized through its text features. **Introduction to New Material (15 minutes):** Teacher reminds students that we are reading about leaders who changed the world. Teacher explains that earlier this week we learned details about their lives and decided if both books included that detail. Now we will start thinking about how the books are organized and written. Teacher will introduce the list of text features they'll use to analyze the books' structures: 1.) pictures 2.) genre 3.) table of contents 4.) chapters 5.) glossary 6.) page numbers Teacher models looking through the book Harvesting Hope: The Story of Cesar Chavez and determining how it's organized using the	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).

	checklist. For example, if it has actual pictures instead of illustrations, she will write "real pictures" on the Double Bubble map. If it's informational, she'll write "informational" on the map, etc. **Guided Practice (20 minutes):** Teacher continues analyzing the book with the checklist, enlisting student help with think-pair-share. For example, teacher may ask, "Is this book organized into chapters?" After getting student input, teacher will write information in Double Bubble map (e.g., "no chapters"). Teacher explains expectations for how student partnerships should use the checklist to analyze how Rosa Parks: Bus Ride to Freedom is written and organized (take turns answering and writing, etc.). Teacher tells students to only answer the first three parts of the checklist and use a Double Bubble map to show their ideas. Teacher circulates to check for student understanding and provide clarification as needed. **Independent Practice (20 minutes):** Teacher instructs students to use the remaining three parts of the checklist to finish analyzing how Rosa Parks: Bus Ride to Freedom is organized. Teacher pulls a small group of students who did not demonstrate mastery of the objective during guided practice based on teacher observations. Teacher provides additional guided practice and releases students to independent practice as they demonstrate mastery. **Closure (5 minutes):** Teacher prompts a class discussion on the text features that were found in the book Rosa Parks: Bus Ride to Freedom and why the author might have chosen to use these unique text features (to help us understand the text better by _____).	Students listen actively. Students share their ideas with each other using think-pair-share and use the checklist to aid in their understanding. Students take turns reading the checklist and using the book to determine how their book is organized. Students write their ideas onto their Double Bubble map. Students independently fill in their Double Bubble map using their checklist and book. Students who did not demonstrate mastery of the objective work with the teacher in further guided practice. Students complete independent practice after they have demonstrated mastery. Students discuss the text features found in the book Rosa Parks: Bus Ride to Freedom as directed by the teacher and why the author might have chosen to include these text features. Students listen actively while other students share their ideas.
4	**Objective:** Students will determine what text features two books have in common, and which are different. **Introduction to New Material (15 minutes):** Teacher explains that yesterday the class analyzed how our books our organized. Today we will do the same thing, but we will also decide what parts of our books are organized and written the same	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).

	way, and which are different.	
	Teacher models looking through the book Rookie Biographies: Cesar Chavez and determining how it's organized using the checklist. For example, since it has actual pictures instead of illustrations, he/she will write "real pictures" on the Double Bubble map. Since it's informational, teacher will write "informational" on the map, etc. However, today, teacher also models deciding whether each organizational structure is the same as yesterday's book, or different. If it's the same, it will be attached to both titles on the Double Bubble map.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Guided Practice (20 minutes):	
	Teacher continues analyzing the book with the checklist, enlisting student help with think-pair-share. For example, he/she may ask, "Is this book organized into chapters? Is that the same or different from yesterday's book?" Teacher adds this information from the think-pair-shares to the Double Bubble map.	Students share their ideas with each other using think-pair-share and use the checklist to aid in their understanding. Students listen actively.
	Teacher explains expectations for how student partnerships should use the checklist to analyze how Rosa is written and organized (take turns answering and writing, etc.). Teacher tells students to only respond to the first three parts of the checklist and use a Double Bubble map to show their ideas. Teacher reminds students to decide whether or not their book from yesterday shared the same organization, or was different. Teacher circulates to check for student understanding and provide clarification as needed.	Students take turns reading the checklist and using the checklist to determine how their book is organized. Students write their ideas onto their Double Bubble map, showing whether or not the books shared an organizational structure.
	Independent Practice (20 minutes):	
	Teacher instructs students to use the remaining three parts of the checklist to finish analyzing how Rosa is organized and compare it to how yesterday's book was organized using the Double Bubble map. Teacher pulls a small group of students who did not demonstrate mastery of the objective during guided practice based on teacher observations. Teacher provides additional guided practice and releases students to independent practice as they demonstrate mastery.	Students independently fill in their Double Bubble maps using their checklist and book, deciding whether or not the books share an organizational structure. Students who did not demonstrate mastery of the objective work with the teacher in further guided practice. Students complete independent practice after they have demonstrated mastery.
	Closure (5 minutes):	
	Teacher prompts students to notice what was different about the organizational features used in the two different books on the same topic and to discuss how this affected our understanding of the	Students discuss what was different about the organizational features used in the two different books on the same topic and to how this affected their understanding of the information in the texts. Students

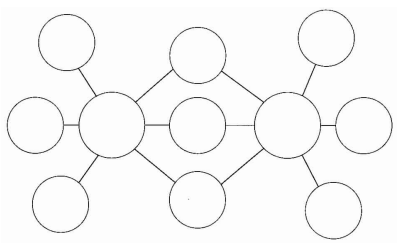
	information in the texts.	listen actively while other students share.
5	**Assessment:** Students will be able to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **10 minutes:** Teacher summarizes the class' learning this week by referencing the Double Bubble maps they made together during the prior Introduction to New Materials and Guided Practices. Teacher explains how this skill will help them to be amazing researchers when they are in college! **50 minutes:** Teacher directs students to complete the assessment using their new books and Double Bubble maps. Teacher monitors student progress, but does not assist students in the completion of the assessment in any way.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students follow all the steps written on the directions of the assessment, using the skills and tools they've learned about throughout the week.

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:

Assessment Items #1-6 (Each detail counts as one assessment item.): Read Martin's Big Words. Then read Robin Hill School: Martin Luther King, Jr. Day. Make a Double Bubble map to write at least 6 details you learned about Martin Luther King, Jr. Use your Double Bubble map to show if **both** books shared a certain detail, or if only **one** book shared that detail.

Sample Double Bubble Map:



Assessment Items #7-12 (Each item in the checklist counts as one assessment item.): Now make a new Double Bubble Map. Look at the books and think about **how** they are organized. Use the checklist to help you. Show things that are similar and different about how they are organized and written using your Double Bubble Map.

Checklist:

1.) pictures
2.) genre
3.) table of contents
4.) chapters
5.) glossary
6.) page numbers

Summative Assessment Rubric:

	0-1 points (number chosen is based on teacher discretion)	**2 points**	**3 points**	**4 points**
Read and write details from books about Martin Luther King, Jr.	3 details or fewer about Martin Luther King, Jr. are included in the Double Bubble map.	4 details about Martin Luther King, Jr. are included in the Double Bubble map.	5 details about Martin Luther King, Jr. are included in the Double Bubble map.	6 details about Martin Luther King, Jr. are included in the Double Bubble map.
Identify whether or not details from the books are the same or different	3 details or fewer are correctly organized in the Double Bubble map, showing whether they came from one book or both books using connecting line(s).	4 details are correctly organized in the Double Bubble map, showing whether they came from one book or both books using connecting line(s).	5 details are correctly organized in the Double Bubble map, showing whether they came from one book or both books using connecting line(s).	All 6 details are correctly organized in the Double Bubble map, showing whether they came from one book or both books using connecting line(s).
Identify how the text is organized	2 or fewer of the organizational features in the checklist are included in the Double Bubble map (for both texts).	3 of the organizational features in the checklist are included in the Double Bubble map (for both texts).	4-5 of the organizational features in the checklist are included in the Double Bubble map (for both texts).	The 6 organizational features in the checklist are included in the Double Bubble Map (for both texts).
Identify whether organizational features from the books are the same or different	2 or fewer of the organizational features are correctly identified as being shared in common, or being unique to one text, as indicated by lines on the Double Bubble map.	3 of the organizational features are correctly identified as being shared in common, or being unique to one text, as indicated by lines on the Double Bubble map.	4-5 of the organizational features are correctly identified as being shared in common, or being unique to one text, as indicated by lines on the Double Bubble map.	6 organizational features are correctly identified as being shared in common, or being unique to one text, as indicated by lines on the Double Bubble map.

*There are a total of 16 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 14 out of 16 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%.)