Curriculum Sample Template

Max. 8 Pages

Grade Level	5th Grade	**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 understand Precision Partnering ("4 Ls" for working with a partner: Look (Make eye contact.) Lean (Turn toward your partner.) Low Voice (Use your private vs. public voice.) Listen (Authentic vs. pseudo listening) • Students understand the process of answering text-evidence based questions from prior Close Readings • Students have common understanding of signs/symbols used for annotating text • Students are able to interpret information presented visually, orally or quantitatively in informational text • Students are able to draw inferences • Students understand the structure and author's purpose of informational text		
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 unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
Materials/Resources Needed	"Sea Sanctuary" (Journeys student text and teacher's edition); copies of published booklets "Discover Bays and Estuaries—Shore thing!" and "Discover Coral Reefs—Shore thing!" from the National Oceanic and Atmospheric Association (NOAA); National Marine Sanctuary FAQs (http://sanctuaries.noaa.gov/about/faqs/welcome.html); students' reading logs; symbols for annotating text poster; copies of informational text graphic organizer; highlighters and multi-colored pens		

* ***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).*

<table>
<tr><th>Lesson
(add as needed)</th><th>Instructional Strategies</th><th>Student Activities</th></tr>
<tr><td>1</td><td>Vocabulary: sanctuary, ecosystem, food chain, predator, prey, salt domes
1. Teacher introduces the topic of marine sanctuaries.
2. Teacher provides students with a copy of U.S. map outline.
3. Teacher shares where the thirteen national marine sanctuaries exist in the U.S.
4. Teacher posts essential question for students to answer after reading anchor text. (EQ: Explain how marine sanctuaries impact coastal communities.)
5. Teacher introduces informational text (text #1) from the NOAA's website: http://sanctuaries.noaa.gov/about/faqs/welcome.html
6. Teacher assigns collaborative working groups to read text #1 and complete column with title and notes from text on their informational text graphic organizer.
<table>
<tr><td>Topic: Marine Sanctuaries</td><td>Informational text #1
_____</td><td>Informational text #2
_____</td><td>Informational text #3
_____</td><td>Informational text #4
_____</td></tr>
<tr><td>Information from graphic features</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Information from text</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Main Idea</td><td></td><td></td><td></td><td></td></tr>
</table></td><td>1. Students label a section in their reading log for marine sanctuary vocabulary
2. Students identify and label the 13 national marine sanctuaries in the U.S. on their map outline. Students add map to reading log.
3. Students read the text #1 in collaborative working groups and discuss the FAQs information.
4. During reading, students add new vocabulary words to their reading logs and add notes from text #1 into graphic organizer.
5. Students share out what they've learned from the text or questions they have about the text with a precision partner.
6. Students may add information they've learned from their precision partner to their notes using a different color pen/pencil.

Exit slip: Students will complete the following sentence frame:
From the NOAA's website, I've learned that _____. One interesting fact that I learned about marine sanctuaries is _____. One interesting fact that my partner learned was _____.</td></tr>
<tr><td>2</td><td>Vocabulary: sanctuary, ecosystem, food chain, predator, prey, salt domes
1. Teacher reads "Sea Sanctuary" (text #2) aloud with students following along. (models think-aloud)</td><td>1. Students listen to teacher's 1st read of "Sea Sanctuary"
2. Students and teacher re-read the text while stopping to respond to and discuss the text-dependent questions and returning to the text. (whole group and precision</td></tr>
</table>

	2. Teacher models annotation 3. Teacher introduces writing task: Identify key factual information gathered from the text and the graphic features and add this information to your graphic organizer under text #2:	partners) 3. Students add vocabulary to their reading logs 4. Students record annotations in their reading log 5. Students refer back to the text and their annotations to complete the writing task. Exit slip: Students complete the following sentence frame: Based on the factual information that I gathered from (title of informational text), I learned that the food chain contributes to a healthy environment by _____.
3	Vocabulary: sanctuary, ecosystem, food chain, predator, prey, salt domes 1. Teacher poses question: Explain how sanctuaries are an example of an ecosystem. 2. Teacher has students review notes from texts 1 & 2 and highlight key information. 3. Teacher assigns reading & academic discussion task for "Discover Bays and Estuaries—Shore thing!" and "Discover Coral Reefs—Shore thing!"(texts #3 and #4): Read the anchor texts, make annotations to the text during reading and answer the following essential question: Identify how bays, estuaries and coral reefs are part of marine sanctuaries. 4. Teacher assigns partners for academic discussion to answer the essential question.	1. Students review their graphic organizer on anchor texts 1 & 2 and highlight key information that supports their response to the question. 2. Students engage in academic discussion by taking turns sharing their responses with a precision partner. 3. Students read texts #3 and #4 and make annotations during reading. 4. Students add additional vocabulary to their reading logs. 5. Students share their responses to the essential questions with a precision partner while referencing their notes. Exit slip: Students complete the following sentence frame: From (title of anchor text #3) and (title of anchor text #4), I know that bays, estuaries, and coral reefs are important to marine sanctuaries because they (verb) + reasoning based on text.
4	Vocabulary: sanctuary, ecosystem, food chain, predator, prey, salt domes 1. Teacher opens class discussion on what students have learned from all texts on marine sanctuaries. 2. Teacher prompts students to add notes/information to their graphic organizers using a different colored pen/pencil. 3. Teacher introduces writing task: Using the factual	1. Students contribute to class discussion on the information they've learned about marine sanctuaries. 2. Students add notes/information from classmates onto their graphic organizer using a different colored pen/pencil. 3. Students refer back to the text, reading logs, and their annotations to complete the writing task. Exit slip: Students will identify the audience for their short

	information that you've gathered from all 4 informational texts on marine sanctuaries, create notecards for short informational speech (5 minutes or less) on marine sanctuaries.	informational speech on marine sanctuaries.
5	1. Teacher has small group conferences with students to prepare them to deliver their informational speech.	1. Students finalize their notecards and organize their notecards to deliver their informational speech. Exit slip: Students give date and time for delivery of their informational speech on marine sanctuaries.
6	1. Teacher explains expectation for summative assessment.	1. Students complete the summative assessment and submit their reading logs to be checked.

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

Integration of Knowledge and Ideas Quiz

Strand: Reading Standards for Informational Text (RI)
Cluster: Integration of Knowledge and Ideas
Standard: #9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Question: Explain the ecosystem of the Chihuahuan Desert.

Read the sources of informational text listed below and complete the graphic organizer. Use the factual information from these informational texts on the Chihuahuan Desert to write a paragraph that explains the ecosystem of the Chihuahuan Desert. Include factual information from all three sources in your response.
"The Chihuahuan Desert," (passage)
"The Chihuahuan Desert" (map)
"Desert Ecosystem" (Chihuahuan Desert food chain)

Topic: **The Chihuahuan Desert Ecosystem**	Informational text #1 _____	Informational text #2 _____	Informational text #3 _____
Information from graphic features			
Information from text			
Main Idea			

Rubric for scoring paragraph

	3 ***Strong Grasp***	***2*** ***Progressing***	***1*** ***Not in Evidence***
Writing integrates factual information from several texts on the same topic.	Factual information from all three sources of informational text is integrated in paragraph.	Factual information from two sources of informational text is integrated in paragraph	Factual information from one or none of the sources of informational text is integrated in the paragraph.
Writing supports the integration of factual information.	All statements are supported by the text.	Most statements are supported by the text.	Few or none of the statements are supported by the text.

Number of factual information	Student is able to integrate 4 or more pieces of factual information in paragraph.	Student is able to integrate 2-3 pieces of factual information in paragraph.	Student integrates one or fewer pieces of factual information in paragraph.

Scoring summary for summative assessment: 9 points total **Raw score = _____/9 points** **_____%**	The 9 points possible assessment will reflect the school's grading scale: 90 -100 = A – Mastery 80 – 89 = B - Mastery 70 – 79 = C – Needs Screening for Remediation 60 – 69 = D – Needs Remediation 0 – 59 = F – Needs Intensive Remediation