Curriculum Sample Template
Max. 8 Pages

Grade Level	3rd 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		
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, Compare and contrast the most important points and key details presented in two texts on the same topic. **(3.RI.9)**		
Materials/Resources Needed	"The Journey: Stories of Migration" (Journeys student text and teacher's edition); video clip "Animal Migration"; students' vocabulary journals; annotation template handout; copies of "Animal Migration" by Kimberly M. Hutmacher ; 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).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	Vocabulary: migrate (migration); remarkable; creatures; survival; cloud (of locusts); sudden; thunderous; billions; incredible; starvation ; swarms; millions; companions 1. Teacher introduces the concept of migration and shows a video clip on migration "Animal Migration." Teacher has essential questions posted for students to answer during viewing the video clip. 2. Teacher assigns reading of informational text in student text "The Journey: Stories of Migration"	1. Students view video clip and discuss their responses to the questions about migration during the video. 2. Students read the entire main selection text independently and annotate text. 3. During reading, students add new vocabulary words to their vocabulary journal. 4. Students share out what they've learned with a precision partner. Exit slip: Students will complete the following sentence frame: To migrate means to (action verb). One thing that I learned about migration is _____. My partner learned _____.
2	Vocabulary: profound ; devastated (devastation); landscape; interfere; plagues; roost; compasses 1. Teacher reads the main selection text aloud with students following along. (models think-aloud) 2. Teacher models annotation using annotation template 3. Teacher introduces writing task: Identify the most important key points and key details presented in the excerpt "The Journey: Stories of Migration" by completing a two column graphic organizer.	1. 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 partners) 2. Students add vocabulary to their vocabulary journals 3. Students use annotation template to record annotations 4. Students refer back to the text and their annotations to complete the writing task. Exit slip: Students complete the following sentence frame: One of the most important points presented in (title of informational text) is _____. Three details from the excerpt that support this main point are _____, _____, and _____.
3	Vocabulary: journey; hatched; inland 1. Teacher assigns reading of informational text "Animal	1. Students read the entire main selection text independently and annotate text. 2. During reading, students add new vocabulary words to

	Migration" by Kimberly M. Hutmacher 2. Teacher observes student discussions and checks for level of engagement and listens for any misconceptions. 3. Teacher reads the main selection text aloud with students following along. (models think-aloud) 4. Teacher models annotation using annotation template 5. Teacher introduces writing task: Identify the most important key points and key details presented in the excerpt "Animal Migration" by completing a two column graphic organizer.	their vocabulary journal. 3. Students share out what they've learned with a precision partner. 4. 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 partners) 5. Students add vocabulary to their vocabulary journals 6. Students use annotation template to record annotations 7. Students refer back to the text and their annotations to complete the writing task. Exit slip: Students complete the following sentence frame: One of the most important points presented in (title of informational text) is _____. Three details from the excerpt that support this main point are _____, _____, and _____.
4	Vocabulary: while; yet; but; rather; either; like and unlike; as opposed to; as well as; on the other hand; although; the same; similarly 1. Teacher explains compare/contrast hands-on activity to review compare and contrast 2. Teacher asks for clarification on the meanings of compare and contrast (pair share and whole group discussion) 3. Teacher asks students to take out their writing task (two-column graphic organizer) for both informational texts ("The Journey: Stories of Migration" and "Animal Migration") and ask students to take out a colored pen to add notes to their writing tasks 4. Teacher shares student samples of writing tasks with the whole group. 5. Teacher asks students to compare and contrast the most important points and key details from both texts by highlighting the similarities in one color and the	1. In pairs, students complete hands-on compare/contrast activity by categorizing similarities and differences listed on slips of paper into 3 columns. (live Venn diagram) 2. Students discuss why they categorized their slips into the three categories and prepare to share whole group. 3. Students have their writing tasks available; view and discuss other students' samples and add additional notes/ideas to their two-column graphic organizer using a colored pen. 4. Students have a whole group discussion on the similarities and details of the most important points and key details presented in the texts on the same topic, migration. 5. Students add compare and contrast vocabulary terms to their vocabulary journal. Exit slip: Students complete the following sentence frames and submit their writing tasks which support the comparison and contrast of both texts:

	differences in a different color.	The comparison between (informational text #1) and (informational text #2) is that they both _____. In contrast, (informational text #1) presents that _____ , whereas (informational text #2) presents that _____.
5	1. Teacher hands back writing tasks with feedback to students. 2. Teacher explains expectation for summative assessment.	1. Students complete summative assessment and submit it for grading. 2. Students may reference their vocabulary journals and both of their writing tasks from this lesson during the summative assessment if necessary.

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

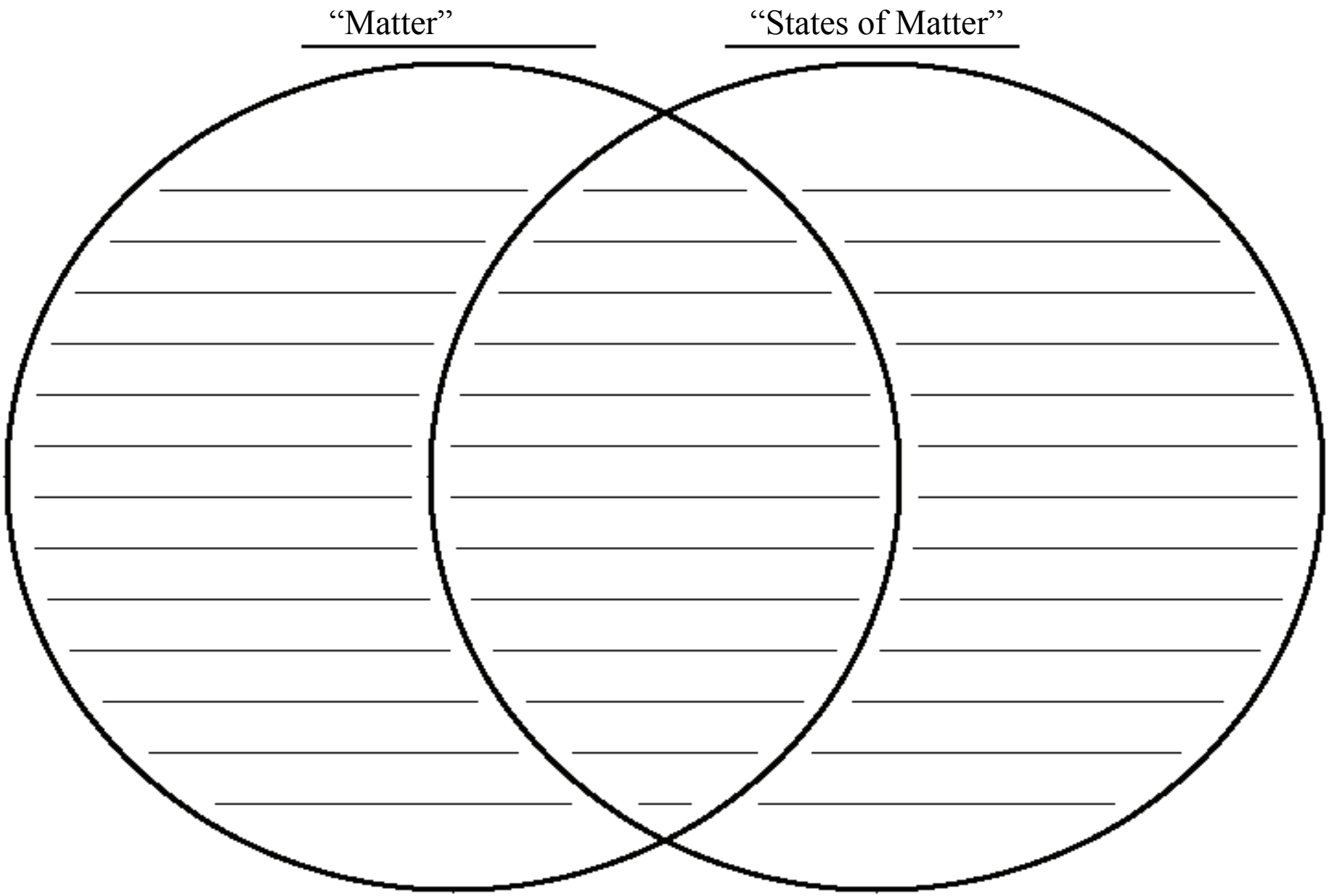
Compare & Contrast Informational Text Quiz

Strand: Reading Standards for Informational Text (RI)
Cluster: Integration of Knowledge and Ideas
Standard: #9 – Compare and contrast the most important points presented by two texts on the same topic.

Essential Question: How can two texts on the same topic present different most important points and key details?

View the following table which lists the most important points and key details of two informational texts on the topic of matter. Complete the Venn diagram below to compare and contrast both texts.

Informational Text:	Most Important Points	Key Details
"Matter"	Matter is everywhere.	• Matter is made of atoms. • Matter can be made of one or more elements.
	There are different kinds of matter.	• There are three main states of matter: solid, liquid and gas. • Each state is also known as a phase. • Solids have a definite size and shape. • Liquids don't have a definite shape but take the shape of the container that they are in. • Gases have no size or shape of their own. They fill the space they are in.
	Matter can have different properties and states.	• A compound or element can move from one state to another, but can still be the same substance.
	Matter can have physical and chemical changes.	• Matter has properties. They can be physical or chemical properties.
"States of Matter"	Matter is the stuff around you.	• Everything made of atoms and molecules is matter. • Matter is anything that has mass and takes up space.
	Matter has five states.	• Matter can take the form of solid, liquid or gas. • Solids often have a hard surface and have molecules that are very close together. • Liquids are fluid and their molecules are far apart. • Gases have molecules that are really far apart and most of the time gases cannot be seen.
	Matter can change physical states and keep the same chemical state.	• Elements can change from one state to another • Water can turn from a liquid to a solid (when frozen) and a gas (water vapor.)


"Matter"
"States of Matter"

Venn Diagram Rubric

Objects being compared in the Venn diagram:
"Matter" and "States of Matter"

	3 *Strong Grasp*	2 *Progressing*	1 *Not in Evidence*
Text support of comparison statements	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.
Placement of statements within the Venn diagram	All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle.	Most statements are placed in the correct circle, but student mixed up a few statements.	Few statements are placed in the correct circle.
Number of quality statements	Student is able to make three or more comparison statements in each circle.	Student is able to make 2-3 comparison statements in each circle.	Student makes one or fewer comparison statements in each circle.

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