Curriculum Sample Template
Max. 8 Pages

Grade Level	4th 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		
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 two texts on the same topic in order to write or speak about the subject knowledgeably.		
Materials/Resources Needed	"Hurricanes: Earth's Mightiest Storms" and "Recovering from Katrina" (Journeys student text and teacher's edition); students' reading logs; copy of vocabulary context cards for each student; annotation template handout; copies of 3-column 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: whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered
1. Teacher introduces the topic of hurricanes and distributes vocabulary context cards to each student and asks students to rate the words.
2. Teacher posts essential question for students to answer after reading anchor text. (EQ: What are the benefits of studying weather?)
3. Teacher assigns reading of informational text in student text book “Hurricanes: Earth’s Mightiest Storms”</td><td>1. Students label a section in their reading log for hurricane vocabulary and rate vocabulary context cards on a scale. (0-5: 0= never seen the word-5=I own the word and it’s a part of my lexicon.)
2. Students read the entire main selection text independently and annotate text.
3. During reading, students add new vocabulary words to their reading logs.
4. Students share out what they’ve learned from the text or questions they have about the text with a precision partner.

Exit slip: Students will complete the following sentence frame:

In (title of anchor text), I learned that hurricanes are made up of (noun(s)). One interesting thing that I learned about hurricanes is _____. My partner learned _____.</td></tr>
<tr><td>2</td><td>Vocabulary: whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered
1. Teacher reads the anchor text aloud with students following along. (models think-aloud)
2. Teacher models annotation
3. Teacher introduces writing task: Identify key factual information gathered from the text and the graphic features and complete the 3 column graphic organizer:
<table><tr><td>Page #</td><td>Factual information</td><td>Inferences/Predictions</td></tr><tr><td></td><td></td><td></td></tr></table></td><td>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 reading logs
3. Students record annotations in their reading log
4. 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), one inference/prediction that I made was _____.</td></tr>
<tr><td>3</td><td>Vocabulary: whirling, rapidly, condense, source, rotating, rage,</td><td>1. Students review anchor text, highlight key information in their annotations and 3 column graphic organizer that</td></tr>
</table>

<table>
<tr>
<td></td>
<td>experience, ancient, predict, registered
1. Teacher models how to review text and annotations to summarize key ideas from the text
2. Teacher assigns reading & academic discussion task: Review the anchor text, annotations and your writing task from day 2 to answer the essential question: What are the benefits of studying weather?
3. Teacher assigns partners for academic discussion to answer the essential question.</td>
<td>supports their response to the essential question.
2. Students engage in academic discussion by taking turns sharing their responses with a precision partner.
3. Students add additional vocabulary to their reading logs.
Exit slip: What are the benefits of studying weather? Support your response with page number and key information from text.</td>
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<tr>
<td>4</td>
<td>Vocabulary: whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered
1. Teacher assigns reading of informational text “Recovering from Katrina” by Alice Young
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
Teacher introduces writing task: Identify key factual information gathered from the text and graphic features and complete the following 3 column graphic organizer.
<table>
<tr><td>Page #</td><td>Factual information</td><td>Inferences/Predictions</td></tr>
<tr><td></td><td></td><td></td></tr>
</table></td>
<td>1. Students read the entire main selection text independently and annotate text.
2. During reading, students add new vocabulary words to their reading log.
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 reading logs
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:
Based on the factual information that I gathered from <u>(title of informational text),</u> one <u>inference</u>/<u>prediction</u> that I made was _____.</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary: whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered
1. Teacher models how to review text and annotations to summarize key ideas from the text
2. Teacher assigns reading & academic discussion task:</td>
<td>1. Students review anchor text, highlight key information in their annotations and 3 column graphic organizer that supports their response to the essential question.
2. Students engage in academic discussion by taking turns sharing their responses with a precision partner.</td>
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</table>

	Review the anchor text, annotations and your writing task from day 2 to answer the essential question: What are the effects of Hurricane Katrina? 3. Teacher assigns partners for academic discussion to answer the essential question.	3. Students add additional vocabulary to their reading logs. Exit slip: What are the effects of Hurricane Katrina? Support your response with page number and key information from text.
6	1. Teacher hands back writing tasks with feedback to students. 2. Teacher explains task and scoring rubric for using factual information from anchor texts to write about the topic knowledgeably: Write a paragraph that explains the life of a hurricane. Include text evidence from both anchor texts in your response. 3. Teacher poses the following questions: What information does each text provide about the creation of hurricanes? What a facts does each author give about what happens during and after a hurricane?	1. Students review scoring rubric and discuss the difference between the ratings. 2. Students use writing tasks and annotations to answer the following questions: What information does each text provide about the creation of hurricanes? What a facts does each author give about what happens during and after a hurricane? 3. Students may reference their vocabulary journals and both of their writing tasks from this lesson for this writing task. 4. Students share their writing with at least one classmate. Exit slip: Students provide feedback on a Post-it to the student that read their paragraph to them.
7	Teacher explains expectation for summative assessment.	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 two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Question: What is life like in the Antarctic?

Read "Antarctic Journal" and "Cold, Cold Science" and complete the following graphic organizer. Use the factual information from these informational texts on Antarctica to write a paragraph that explains life in the Antarctic. Include factual information from both anchor texts in your response.

Informational Text:	**Page #**	**Factual Information**
"Antarctic Journal" by Jennifer Owings Dewey		•
		•
		•
		•
		•
		•
"Cold, Cold Science" by Dewey Badeaux		•
		•
		•
		•
		•
		•

Rubric for scoring paragraph

	3 ***Strong Grasp***	***2*** ***Progressing***	***1*** ***Not in Evidence***
Writing integrates factual information from two texts on the same topic.	Factual information from both anchor texts is integrated in paragraph.	Factual information from only one anchor text is integrated in paragraph	Factual information from neither of the anchor texts 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