Curriculum Sample Template

Max. 8 Pages

Grade Level	1st Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	Reading 1		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Understanding of what informational text is. • Understanding of how to compare and contrast two things.		
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.*	**Strand: Reading Standards for Informational Text** **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).**		
Materials/Resources Needed	• Journeys 2014 Student and Teacher Texts (including "A Tree Is a Plant" and "Grow, Apples, Grow!") • Large chart paper • Sticky notes • Student copies of T Chart for assessment		

* ***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	1. Teacher will ask students to remember what an informational text is. 2. Teacher will introduce the story "A Tree Is a Plant" by asking students to view the appropriate page in their Journeys 2014 text and ask for predictions about the story. 3. Teacher will model fluent reading with expression for the first reading of "A Tree Is a Plant". 4. Teacher will display a blank chart on the board and explain that students will list what they learned about each of the seasons from the story either through the pictures or descriptions focusing on one section at a time. 5. Teacher will read several of the notes aloud about each of the seasons complimenting the students for a good job and reinforcing correct responses.	1. Students will use think-pair-share to brainstorm the definition of informational text and then share with the whole class. 2. Students will make predictions about the contents of the story based on the title page in the Journeys 2014 text. 3. Students will track the literature while actively listening. 4. Students will discuss in groups of 2 or 3 what they learned about each season and record their answers on sticky notes that they will place on the displayed chart.
2	1. The teacher will ask students to remember the definition of an informational text. 2. Teacher will introduce the new story "Grow, Apples, Grow!" in the Journeys 2014 text by reading the title aloud and asking students to share their predictions about the story based only on the title. 3. Teacher will point to a blank chart that is displayed on the board with headings for the four seasons, just like the one used in day one of the unit. Teacher will ask for predictions on what they will be doing with the chart. 4. Teacher will read pages one at a time while students follow along in their Journeys 2014 text. After each page, teacher will ask students to brainstorm in small groups what they learned about each of the seasons from the story and identify whether they knew that	1. Students will discuss with a partner and then volunteer definitions of informational text. 2. Students will volunteer predictions about the contents of the story based on the title "Grow, Apples, Grow!" 3. Students will volunteer predictions about the use of the chart based on the activity on day one of the unit. 4. Students will track the text while the teacher reads and brainstorm facts from the text to write on sticky notes and then add them to the chart. Students contribute both ideas ***and*** text-based distinctions between pictures and words that are the sources of those ideas.

	through the pictures ***and/or*** descriptions and list it on a sticky to be added to the chart. 5. Teacher will read a few sticky notes aloud praising students for excellent work along the way.	
3	1. Teacher will display the charts from day one and day two of the unit next to each other and ask students to recall what is listed on the sticky notes from each story. 2. Teacher will ask students to describe any similarities or differences that they see between the two. 3. Teacher will display a T Chart in place of the other two charts and ask students to vote on one season that they would like to look at in order to determine the similarities and differences between the two stories that are both about apple trees. Teacher will then ask students to revisit the stories and write the text evidence from each selection that they find about apple trees during that season. 4. Teacher will read various notes from each side and ask for class input on whether each point was discovered through the pictures or descriptions.	1. Students will volunteer facts that they remember about the stories based on what they listed on the charts. 2. Students will brainstorm with a partner the similarities and differences that they notice about the two stories based on the two charts. 3. Students will work in small groups of 2 or 3 to go through the stories and write down on a sticky note text evidence that they find to show how the two stories are alike or different. 4. Students will provide input on where each fact can be found.
4	1. Teacher will display the T Chart listing similarities and differences between two informational texts and ask for student input on what evidence can be used to compare texts on the same topic. 2. Teacher will display the title pages of the stories "Seasons" and "Four Seasons for Animals". 3. Teacher will distribute the Summative Assessment review expectations with students asking them to provide examples from the chart created on day three of the unit. 4. Teacher will ask students to read each story independently and then fill out the chart comparing the two informational texts on the same topic.	1. Students will volunteer examples of what can be used to list similarities and differences between two informational texts and provide text-based evidence for these ideas. 2. Students will provide examples of what can be used to show evidence from text based on the T Chart created on day three of the unit. 3. Students will read "Seasons" and "Four Seasons for Animals" independently and complete the T Chart by listing evidence found in the text to describe how they are alike or different.

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

Similarity and Difference Quiz

Strand: Reading Standards for Informational Text

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).

Alike and Different - T Chart

Complete this T Chart using details from "Seasons" and "Four Seasons for Animals".

ALIKE		DIFFERENT	
What they have in common:	How you know:	What they have in common:	How you know:

Similarity and Difference Answer Key

ALIKE		DIFFERENT	
What they have in common:	**How you know: words or pictures?**	**What they have in common:**	**How you know: words or pictures?**
Eggs hatch in spring. +1	words, words +1	In spring, young animals run and play. +1	words and pictures, Story 2 +1
Summer is hot +1	words, words +1	It is fun to sled. +1	words and pictures, Story 1 +1
Animals get nuts. +1	words/pictures and words/pictures +1	In summer, we are not in school. +1	words, Story 1 +1
Animals sleep in holes in winter. +1	pictures, pictures +1	In fall, leaves are red, yellow, brown +1	pictures, Story 1 +1
Stories contain animals. +1	words/pictures and words/pictures +1	Stories contain people +1	Pictures, Story 1 +1

Scoring of T Chart for Assessment - Students will earn 1 points for each of the 20 things listed, 1 point if a similarity or difference is provided and 1 point if they indicate if the fact came from the wording or the pictures in the stories. (Total points earned X 5 = Scale score)

The 100 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