Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Reading
Course Title (grades 9-12 Only)	Reading K		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Understanding that there is a relationship between text and illustrations.		
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 - With prompting and support, 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 Read Aloud Book Listen, Listen • Journeys 2014 Read Aloud Book Every Season • Big Book Jump into January • Large T Chart with Alike and Different • Student copies of T Chart with Alike and Different		

* ***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 think about the word "seasons" and ask them to give thumbs up or thumbs down to indicate if they have heard the word before. Teacher will ask if anyone would like to share with the class what they know about seasons. Teacher will explain that the weather changes during different months and seasons in some parts of the world and they will be reading about it this week. 2. Teacher will display the book Every Season and read the title aloud. Teacher will lead a "book walk" with the class where they flip through each page and discuss the photographs. 3. Teacher will ask the class to read the title again together. Teacher will ask for ideas of what the author will say about each of the seasons when they read the book the next day.	1. Students will show their prior knowledge of the word "seasons" by giving either thumbs up or thumbs down. Students will volunteer to share what they already know about seasons with the class. 2. Students will discuss with an elbow partner what they see on each page and volunteers will share with the whole class. 3. Students will read the title together. Students will provide predictions for what the author will say about the seasons.
2	1. Teacher will display the book Every Season and ask students to remember what they discussed they would be reading about this week during day one of the unit. Teacher will ask students to remember the title of the book. 2. Teacher will read the story aloud and ask questions about each page to get students thinking critically about what the author has written. 3. Teacher will ask students to give a review of the book with thumbs up if they liked it or thumbs down if it wasn't their favorite and ask students to provide reasons for their critique.	1. Students will respond by sharing what they remember from their discussion during day one of the unit. Students will tell the teacher the title of the book. 2. Students will follow along with teacher as they read and volunteer answers to questions. 3. Students will indicate their preference for the book by showing either thumbs up or thumbs down. 4. Students will share reasons why they liked or did not like the text.
3	1. Teacher will display the book Every Season and ask students to recall what they read the during day two of the unit.	1. Students will volunteer a summary of the book. 2. Students will share stories that they have read that are similar to Every Season. Students who remember the book

	2. Teacher will ask students to consider if they have read any books before that are similar to Every Season. Teacher will accept student responses and then display the book Listen, Listen and ask students to raise their hand if they remember reading this book earlier in the year. 3. Teacher will ask students to compare these two books that they have read and record students answers on a T Chart by grouping ways that they are Alike and ways that they are Different. Teacher will praise student answers and participation throughout this process.	Listen, Listen will show that by raising their hand and will share what they remember about it. 3. Students will volunteer to share ways that they notice that the two stories are alike and different.
4	1. Teacher will display the Big Book Jump into January and read the title aloud to the class. Teacher will lead a book walk and ask for predictions of what the book could be about. 2. Teach will read Jump into January aloud while asking comprehension questions to ensure students are critically thinking about the book. 3. Teacher will display Jump into January and Every Season for the class. Teacher will tell students that they are going to create their own T Chart to compare how the two books are alike and different. 4. Teacher will proctor independent student work and monitor for completion. When finished teacher will ask students to explain each of the similarities or differences that they found.	1. Students will volunteer ideas for what the book could be about based on the pictures. 2. Students will answer questions about what they are reading. 3. Students will complete the T Chart independently. When finished students will raise their hand and explain their answers to the teacher.

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 - With prompting and support, 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 "Every Season" and "Jump into January".

ALIKE	DIFFERENT

Similarity and Difference Answer Key

ALIKE	DIFFERENT
(Both have people at the beach) +1	(Every Season has photos, Jump into January has drawings) +1
(Both have snow) +1	(Every Season talks about seasons, Jump into January about months) +1
(Both have flowers) +1	(Every Season shows animals and people, Jump into January shows people only) +1
(Both have leaves falling) +1	(Jump into January is repetitive) +1
(Both have bird eggs) +1	(Jump into January has the reader search for key items in pictures) +1

Scoring of T Chart for Assessment - Students will earn 1 points for each of the 10 things listed/drawn (Total points earned ___/10 x 10 = Score/100)

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