Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The scholars should know roles of and differences between the author and illustrator. Identify features of a book, (e.g. front cover, back cover, title, title page and pages with text and illustrations). Scholars should also be able to identify a book and a poem with support. They should also be able to complete a short answer assessment with support.		
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 aligns with the school's Program of Instruction because teachers differentiate instruction utilizing, collaborative learning groups and small group instruction. The lessons will include the Core Knowledge framework by teaching science and social studies across the curriculum. Small group instruction from the teacher aligns with the methods of instruction in the Program of Instruction. The lessons will also allow scholars to relate personal knowledge and experience to the lesson being taught as they learn to explain and identify the similarities in and differences between two texts on the same topic.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	K.RI.9 With prompting and support, identify the basic similarities in and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures)		
Materials/Resources Needed	White board, document reader, markers, chart paper, crayons, paper, ipad, Graphic Organizer, computer, measuring cups, spoons, plates, spoons, ingredients for pancakes, ingredients for ice cream. Books: From Seed to Pumpkin by Wendy Pfeffer, Pancakes for Breakfast by Tomie DePaola, Let's Find Out About Ice Cream by Mary Ebeltoft Reid Poems: Seeds, Mix a Pancake by Christina Rossetti, Recipes: Homemade Vanilla Ice Cream, Basic Pancakes, Put me in the Zoo, Guided Tour of Phoenix Zoo.		

* ***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	**Objective:** Scholars will learn the meaning of similarities and differences by listening to two different texts about the same topic. **Anticipatory set:** The teacher will call the scholars to the listening rug and hold up a book and a poem and ask the scholars to identify each. **Guided Practice:** The teacher will hold up the book and ask the scholars what features make it a book (expected responses are front and back cover, title, title page, text and illustrations on the page.) The teacher will write down scholar responses on the chart paper under the heading of book. The same process will take place for the poem. Expected responses will be title, author, and illustrations, short text the teacher may direct and lead them to state stanzas. The teacher will write the scholar responses on the chart paper under the heading of "poem" The similarities will be circled in green and the differences will be circled in blue for the scholars to observe. The teacher will read the story "From a Seed to a Pumpkin" and then the poem "Seeds". After the scholars have listened to both texts they are expected to give some ideas of thing they remember hearing. The teacher will direct them to answer question about what is the same about both texts and what is different. Using a graphic organizer on a second sheet of chart paper the teacher will label one column same and one column different. Teach the scholars that "same" means compare and "different" means contrast. (From this point in the lesson the teacher will use the vocabulary "compare" and "contrast" or similarities and differences. Ask scholars to get into their learning groups for the remainder of the lesson. **Independent Practice:** In the learning groups the teacher will provide direct instruction to each group and reteach "similarities and differences". Each group will use the feature of text structure and format when comparing and contrasting the book and the poem. As a small group, the	1. Scholars will gather on the listening rug and listen to each other answer questions the teacher asks. 2. They will identify one text being a book and the other a poem. Not all scholars will have retained this information from prior lessons. Some scholars in tier 1 will have the prior knowledge to list characteristics of the poem and the book. Scholars in tier 3 will not have the prior knowledge. 3. As a whole group the scholars will look at the format of each text and with support the teacher will make a list of similarities and differences of each. Calling attention to the length and pages and paragraphs of text in the book versus a page and stanzas in the poem. 4. Scholars will listen to the teacher read the poem "Seeds" and the story "From a Seed to a Pumpkin". 5. Scholars will break into two small learning groups and rotate for each activity. Tier 1: Choose two pieces of text displayed on the table and complete the graphic organizer with the teacher. Tier 2 and 3: With more support from the teacher complete the graphic organizer. 6. Scholars as a whole group will listen to each other as the teacher writes their responses on the graphic organizer on the board. 7. In the small groups scholars will read text and use the graphic organizers to differentiate the similarities and differences between the two texts. 8. Each group will read have two texts to compare and contrast in their groups. They will use the post it notes to make notes during the reading process and use the responses to construct the graphic organizer at the end of

	scholars will complete the graphic organizer of similarities and differences between the two texts with support from the teacher. **Closure:** The teacher will review the vocabulary "similarities and differences" and as a whole group the teacher will complete and group graphic organizer on the white board using responses from each group. The teacher will collect all the organizers from each group. At the close of the lesson, scholars and teacher will plant seeds.	the class. 9. At the close of the lesson the scholars will plant pumpkins seeds using step by step directions from the teacher. Each group will work with the teaching assistant and the teacher and listen and follow the instructions.
2	**Objective:** Scholars will learn to identify texts of the same topic based on illustrations. Use the Venn diagram to see differences, similarities and the common topic between the two texts. **Anticipatory Set**: To the whole group ask the scholars what similarities and differences are. Review from the last lesson what each is. **Guided Practice:** Read functional text, "Mix a Pancake" and fictional story "Pancakes for Breakfast" in small groups. Teach comprehension of the two texts by analyzing the illustrations and the format of the text. Teacher will teach the scholars to observe the illustrations between a fictional story where the illustrations are animated and a functional piece of text where the pictures are life like. Direct instruction of this lesson will be presented in small groups. **Independent Practice:** The teacher will rotate to each group providing support to each scholar as they complete their Venn diagram. Re-teaching will take place during this portion of the lesson. The teacher may call on a few scholars to assist their peers in understanding the similarities and differences in text. **Closure:** The teacher will give directions and assessment explanations. **Assessment 1** Present assessment to all scholars to determine effectiveness of the lesson and schedule scholars for additional tutoring and re-teaching.	1. Scholars will actively listen and communicate answers from their prior knowledge about similarities and differences in text as the teacher calls on them. 2. Listen in small groups while the teacher reads, "Mix a Pancake" and "Pancakes for Breakfast." Scholars will use post-it notes to notes differences and similarities. 3. The teacher will read a story and the instructional assistant will read the other text at the same time. Scholars will make notes of similarities and differences between the two. 4. With support the all scholars will write a list of differences and similarities 5. During the independent practice, the teacher will rotate from group to group and reteach if necessary or provide support to scholars as they use their notes and complete a Venn diagram. 6. Scholars will listen to peers name one item of difference, similarity or common topic at the close of the lesson. 7. Scholars will take the assessment with the teacher.
3	**Objective:** Scholars will identify similarities and differences in text based on procedures. **Anticipatory Set:** Ask the scholars, "Who likes ice cream?" "Who has ever made ice cream before?" Ask scholars who	1. Scholars will listen and participate when called upon to answer questions from the teacher regarding ice cream and making it.

	has ever read a recipe before. **Guided Practice:** As a whole group inform scholars that they will be learning to identify similarities and differences in recipes. Use the tablets and access a digital cookbook. Have the scholar compare the digital cookbook recipes. Using the doc reader display two recipes for homemade ice cream. Read aloud the ingredients for each. Discuss the ingredients that are the same and those that are different. Use a graphic organizer with two columns and identify each similarity and difference. The teacher will focus on the illustrations from each and the procedures of the recipe. **Independent Practice:** Instruct scholars to move into their learning groups. In the small group with support from the teacher the scholars will read the procedure for making ice cream. One recipe will make ice cream using plastic bags while a second recipe will use an ice cream maker. The scholars will use post it notes and a graphic organizer to summarize the similarities and differences in the recipes. The pink post it notes will be for similarities and the yellow for differences. With support from the teacher in writing down words the scholars will write the differences and similarities on the notes and use them to complete the graphic organizer. The teaching assistant will read, "Let's Find Out About Ice Cream" in a small group. **Closure:** In an oral question and answer the teacher will ask each scholar to name one similarity and one difference about the recipe. She will display the answers on the graphic organizer on the white board. **Assessment Item 2** Teacher will present scholars with assessment item 2 At the conclusion of the assessment the scholars will be in two groups and each group will follow the recipe instructions and make ice cream with teacher support.	2. In the learning groups, scholars will look at a digital cookbook on the ipad or other electronic devices. They will discuss similarities and differences to the whole group on the illustrations and text of the digital recipe and the recipe displayed on the doc reader from the teacher. 3. One scholar from each group will find a recipe for ice cream using a digital cookbook. 4. Scholars will listen and observe the ingredients used in making ice cream using three different recipes from three different sources. 5. Use post-it notes to note the similarities and differences between the procedures in the recipes. 6. Complete a graphic organizer to comprehend the information from the two recipes on the doc reader. 7. Once complete the scholars will listen and orally provide the teacher with answers from their organizers. 8. Scholars will be divided into two groups and make ice cream. 9. While each scholar is eating their ice cream they will verbally discuss the procedure used and state how they prefer to make ice cream. 10. Listen to the teaching assistant read, "Let's Find Out About Ice Cream 11. Scholars will name similarity and difference about the recipe. 12. Scholars will observe the teacher write the answers on the graphic organizer. 13. Scholars will take assessment item 2 14. All scholars and teacher will make ice cream.

4	**Objective:** Assess each scholar on the standard. **Anticipatory Set:** As a whole group review the objectives from the week. **Guided Practice:** Display various texts in groups of two texts of the same topic that have been taught in previous lessons. In each set of texts review similarities and differences in text features and formats, illustrations and how some texts are written in form of procedures such as the recipes. **Independent Practice:** The teacher will read two texts to the scholars in a whole group. Scholars will take the assessment individually with the teacher while the remaining scholars use the class library and read a book or complete a lesson on the computers. **Unit Assessment** **Closure:** The teacher will review the assessments to make sure all scholars have taken one and put the pots of seeds near the window for germination.	1. Scholars will listen to the review and orally participate in the lesson review. 2. Scholars will listen to the two texts read aloud by the teacher and take their assessment individually with the teacher or the teaching assistant.

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

Assessment item 1: Scholars will take the assessment individually with teacher support after lesson 2.

The teacher will present each scholar with two texts on the same topic. The teacher will complete a graphic organizer based on scholar responses. This assessment will assess the scholar's level of mastery to compare two texts of the same topic and determine the basic differences and similarities of the illustrations. The assessment will be worth a total of 8 points, 1 point for each correct response. Mastery will be earned with a score of 7.

Kindergarten Assessment 1

Directions: The teacher will show the scholar a description of a various species of trees on the tablet and read the book, "A Tree is a Plant". Explain to the teacher the common topic, and two similarities and two differences about the texts. Use the illustrations to compare.

Common Topic _____

Similarities	1 2.	1. 2.
Differences	1. 2.	1. 2.

Rubric: **Common Topic: Trees**

	Trees: Trees	**A Plant is a Tree**
Similarities **(1 point for a correct answer)**	• **Many tress displayed** • **Pictures of fruit trees**	• **Many trees displayed** • **Pictures of Apple and Orange trees**
Differences **(1 point for a correct response)**	• **Pictures looked real** • **A tree grows from a seed when seen is clicked**	• **Animated pictures** • **Show pictures from a seed to a big tree**

Mastery 7/8

Assessment Item 2: This assessment is designed to assess the scholar's mastery level in determining the similarities and differences between two texts focused on description, procedure and illustrations. The teacher will hold up two texts and inform the scholar if they are comparing illustrations, descriptions, or procedure. The scholar will mark an "X" under the similarities or differences column. Each question will be worth 1 point for a total of 5 points. The assessment will be orally given to the whole group and each scholar will write the answers individually on their own paper.

Scoring: The assessment will be worth a total of 5 points, each question worth 1 point**.**

Mastery will be determined by a score of 4 = 80% Aligns to the Program of Instruction

Kindergarten Assessment 2

Name_____

Directions: Your teacher will hold up to texts of the same topic and tell you to compare illustrations, descriptions or procedures. Mark and "X" in the appropriate column if the topics are similar or different.

	Similar	**Different**
1. Illustrations		
2. Description		
3. Procedure		
4. Description		
5. Procedure		

Rubric: **Mastery 4/5**

	Similar	**Different**
1. Illustration	**X**	
2. Description		**X**
3. Procedure	**X**	
4. Description	**X**	
5. Procedure		**X**

Assessment Item 3:

This unit assessment will assess the scholar's ability to master the standard:

K.RI.9 With prompting and support, identify the basic similarities in and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures)

The assessment will consist of the teacher reading both books to the scholars for them to compare and contrast the similarities and differences in the text descriptions and illustrations. Each scholar will identify the common topic and write in on the line. They will identify 2 items that are similar and two items that are different in each book and record them on the graphic organizer.

Scoring: The assessment will be worth a total of 100 point. 20 points will be earned for identifying the common topic, 20 points for identifying the similarities and differences of each book.

Mastery: Mastery will be earned by scoring 80 points. The points will be converted to a percentage for 80%.

Kindergarten Unit Assessment

Directions: Teacher will read Put Me in the Zoo and A Self-Guided Tour – Phoenix Arizona Zoo
Common Topic _____Zoo_____

		Book 1	Book 2
Similarities	Text Illustration	1 2.	1. 2.
Differences	Text Illustration	1. 2.	1. 2.

Rubric: **Common Topic: The Zoo**

		Put Me in the Zoo	**Guided Tour of Phoenix Zoo**
Similarities (1 point for a correct answer)	**Text** **Illustration**	**1.** Character visits many animal cages **2.** Pictures of zoo animals	**1.** Tour goes to many animal cages **2.** Pictures of zoo animals
Differences (1 point for a correct response)	**Text** **Illustration**	**1.** Written in paragraphs **2.** Some animals are different than in tour **1.** Animated / colored	**2.** Informative **3.** Bullet statements **1.** Black / White sketched

Mastery 80/100 80 points converts to 80%