Curriculum Sample Template
Max. 8 Pages

Grade Level	First Grade	**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.*	First graders will know the meaning of similarities and differences in text. They can compare and contrast similarities and differences using illustrations, procedures and text with support. They know the characteristics of text including books, poems, recipes and digital materials. The scholars have been introduced to functional text and taught how to use electronic devices to learn new information about new topics. They will still continue to need support to located specific information on the tablets from the teacher. They are also able to write short answers to complete assessments individually.		
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.*	These lessons are aligned to the Program of Instruction by using prior knowledge to comprehend new lesson and skills. The lessons will allow scholars to relate real world situations into the curriculum. Scholars will be taught in a small group, work collaboratively and communicate ideas. This unit will make a connection of content area to the real world by teaching reading through informational text. Technology will be utilized by the teacher and scholars allowing each scholar to become engaged in the lesson being taught. This unit aligns with the Core Knowledge Curriculum for First Grade Social Studies.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	1.RI.9 Identify the basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions or procedures)		
Materials/Resources Needed	Doc camera, electronic device (tablet or kindle), Timeline of the Boston Tea Party, Biographies of Samuel Adams, Mimeo Projector, Graphic Organizer, Student white boards and markers, post-it notes. United Streaming Video of the Boston Tea Party or a YouTube video on the Boston Tea Party. Scholars: Composition book for note taking.		

* ***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 identify similarities in and differences between information from various types of texts (e.g. brochures, digital encyclopedia, newspapers, magazines and web sites) by using illustrations **Anticipatory Set:** Teacher will hold up various text items and call on scholars to identify a brochure, newspaper, magazine article and the tablet with pictures displayed. **Lesson**: Teacher will ask scholars to get into their small learning groups. Direct instruction to each group about how to identify the basic differences and similarities in various types of texts (brochures, digital encyclopedia, newspapers and magazines) using illustrations. **Guided Practice**: The teacher will instruct each group to observe that each text has the same main topic and the differences in and similarities will be identified in the illustrations. The teacher will review the names of each media and have the scholars recite the names of the various forms of media (brochure, digital media, newspaper etc.) will be used. The topic will be The Boston Tea Party. After a review of media is presented a scholar will select two items and the teacher will instruct the group how to identify the similarities and differences in the illustrations. A question and answer as well as modeling strategy will be used during the guide practice as the scholars complete their graphic organizer. **Independent Practice**: In the learning groups one scholar will select two other texts not used with the teacher and use the post it notes to note the similarities and differences in the illustrations. Each scholar will also identify the topic and state the difference in text illustrations. Scholars will complete a graphic organizer using	1. Scholars will observe the texts displayed by the teacher and identify each if they can. Those who cannot will listen to their peers to gain vocabulary and knowledge for each type to be used in the guided practice of the lesson. 2. Scholars will walk to their learning groups for direct instruction. Each scholar will listen and participate in the presentation of media review as the teacher calls on each scholar. Scholars will make notes of the names of each text in their notebooks with a brief description. 3. Scholars will fold a piece of paper in half and in half again. They will write the main topic on the top of the page and label each side “similarities” and “differences” The top half of the page will be labeled Text 1 and bottom half will be labeled Text 2. 4. Scholars will look at the illustrations presented in each of the two texts selected and make notes of the similarities and differences for each of the texts. 5. Tier 1 scholars will work in pairs and select two other types of texts to compare. They will use post it notes to makes notes. Pink for differences and blue for similarities. Tier 3 scholars will work with the teaching assistant and complete the post it notes with support.

	the notes from the post-it notes. **Closure:** Teacher will collect all graphic organizers and determine which scholars need more support or re-teaching during the next lesson.	6. Scholars will hand in their graphic organizer to the teacher.
2	**Objective:** Scholars will find the similarities and differences between various types of texts using key points and descriptions of texts provided by the teacher. **Lesson:** The teacher will continue with the topic of the Boston Tea Party. Scholars will compare texts about the Boston Tea Party's timeline of event and a narrative of events that have happened. Scholars will receive instruction in small groups based on the results of the previous lessons assessment. **Anticipatory Set:** To the whole group, the teacher will ask for scholars to give one item that they remembered from the previous lesson. Scholars will rely on prior knowledge to participate in the discussion. **Guided Practice**: In small learning groups the teacher will read "A Timeline of the Boston Tea Party" and an online description of the events of the Boston Tea Party". The teacher will instruct scholars the key points are in bold type. With both texts side by side the teacher will point out the difference in procedure: a timeline format versus a narrative. With support the teacher will assist scholars in writing key points on the graphic organizer in the similarities and differences columns. The teacher will also re-teach scholars not mastering the comparison of texts in tier 3. **Independent Practice**: The teacher will hand out a graphic organizer with two columns, and line items for the title of the main topic of the text, key points for similarities and differences in the text descriptions. **Closure**: When all scholars have completed their graphic organizers the teacher will display a blank organizer in the	1. Scholars will listen, observe and participate in the whole group discussion about items the scholars remember about the Boston Tea Party. 2. Scholars will sit at tables in their learning groups for direct instruction. 3. Scholars will listen to the teacher read a timeline of the Boston Tea Party and use the tablet to listen to a narrative of the events of the Tea Party. 4. Listen and comprehend the differences in a "timeline" versus a "narrative". Observe the difference in the format and note the similarities of the events in both texts. 5. Listen and learn how to find the main topic of the text. 6. Scholars will complete the graphic organizer on the differences and similarities of the text format and descriptions. 7. Scholars will work with a partner and choose each scholar will choose a text. They will make notes of key point on their own text using the scholar white boards. Together they will compare notes and discuss the similarities and differences. 8. Each scholar will share their notes with the whole class as

	white board using the mimio projector to record scholar responses to complete a whole group graphic organizer. Teacher will play a video from United Streaming on the Boston Tea Party. **Assessment 1**: Teacher will present the scholars with a short assessment where they will compare to texts on the same topic using illustrations.	the teacher completes a graphic organizer in the board. 9. Scholars will watch a video on the Boston Tea Party. 10. Scholars will complete the first assessment comparing and contrasting two different texts on the same topic.
3	**Objective:** Scholars will select two different types of text on the same topic to compare the similarities and differences between each. **Lesson:** This lesson will focus on comparing two texts of the same topic. The topic will be the role of Samuel Adams and the Boston Tea Party. Scholars will be comparing biographies of Samuel Adams. **Anticipatory Set:** The teacher will show the whole group a picture of Samuel Adams on the doc reader and ask them to discuss who he is. **Guided Practice:** The teacher will show the scholars two different texts written about Samuel Adams. The scholars will focus on two different texts and compare them for similarities and differences on the text descriptions. Scholars will also use the electronic devices or computers to locate biographies on Mr. Adams to compare. The teacher will have a discussion with the whole group about some similarities and differences of each of the texts. Scholars will be called upon during the discussion. The teacher will use this discussion to orally assess scholars who are on track of mastering the standard and those who need more support and tutoring. The re-teaching will take place in the small group activities. **Independent Practice:** **Assessment 2**: Teacher will hand out a separate biography of an Boston Tea Party American to each scholar and the tablet with a biography displayed. The scholars will read and the compare the text and complete the graphic organizer on the	1. Observe and discuss the picture of Samuel Adams and what role he played in the Boston Tea Party. 2. Scholars will observe two texts on the biographies of Samuel Adams. Listen to the teacher and participate in a whole group discussion about the similarities and differences in the two different descriptions. 3. Scholars at each table will locate a biography on Samuel Adams on the tablet and use a T-chart to list the main differences and similarities in the key points. 4. Scholars will answer the teacher's questions when called upon. 5. Scholars will take a short assessment on similarities and differences in text descriptions. This will be an independent assessment using biographies not discussed during the class lesson.

	similarities and differences in the text descriptions. **Closure**: Teacher will collect the graphic organizers after the scholars have presented their assessment. The teacher will use the assessment to determine if additional re-teaching is necessary for scholar's to master this unit. **Assessment Item 2:** Teacher will give all scholars a second assessment to measure their ability to identify similarities and differences in two different texts of the same topic. They will compare a fictional story book and a guide tour of the zoo.	6. Scholars will discuss their graphic organizer and turn into the teacher 7. Scholars will take the assessment where they will identify similarities and differences in two different texts of the same topic.
4	**Objective:** Scholars will take the **unit assessment** and demonstrate mastery by selecting two texts on the same topic and identifying the similarities in and difference between the texts using two features (e.g. illustrations, descriptions, or procedure)	1. Scholars will select two types of texts from a list of items provided by the teacher. They will read each item and identify the common topic, identify similarities in and differences between the texts and complete a graphic organizer with their findings. 2. Turn in the complete assessment 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.

Assessment Item 1:

The scholars will compare and contrast two texts on the same topic by completing a graphic organizer. The scholars will use the illustrations to identify the similarities and differences. This assessment will allow the teacher to identify the scholars who need additional instruction or supports in comparing and contrasting two texts.

Scoring: The assessment will be worth 10 points. 2 points will be earned for identifying the topic, 2 points for naming the two texts and 2 points for listing the similarities and differences in the illustrations for both texts for a total of 4 points.

10 = 100%, 9= 90%, 8= 80%, 7= 70%, 6= 60%.

Mastery: The scholar's will demonstrate mastery with a score of 8. Any scholar not meeting the criteria will be re-taught in the next lesson. 8 points converts to 80%

First Grade Assessment 1

Name_____

Directions: Select two different texts about the same from your teacher. One text may be an online passage with illustrations. Review and read the passages and complete the following graphic organizer.

Topic _____ _____

Text 1	Text 2
Illustrations	Illustrations
Similarities	Similarities
Differences	Differences

Rubric:

	2 points	**1 point**
Topic	**Fill in the blank with the common topic**	**Filled in the blank and did not identify the common topic**
Texts Title or description for both (4 points, 2 points each)	**Write the title of both texts** **(4 points)**	**Wrote only one title or did not write a title** **(2 points)**
Similarities	**List one similarity for each text**	**Did not list similarities for both texts**
Differences	**List one difference for each text**	**Did not list differences for both texts.**

Assessment Item 2:
This assessment will assess the scholar's ability to identify a common topic, write or copy the common topic or title of the book and identify similarities and differences in two different texts of the same topic.
Scoring: The assessment will be worth 10 points. The scholar will earn 2 points for identifying the common topic, 1 point each for accurately writing the title of the books for a total of 2 points, 2 points each for identifying similarities and differences in both books and 2 points for drawing a picture for a total of 10 points.
10 = 100% 9 = 90% 8 = 80% 7 = 70% 6 = 60%
Mastery: A score of 8 will be deemed mastery.

First Grade Assessment 2

Directions: The teacher will read two stories to the class, Lon Po Po – A Red Riding Hood Story from China and Little Red Riding Hood. The scholars will independently complete the graphic organizer identifying the similarities and differences in the text description.

Name_____

Common Topic: _____

	Book #1	**Book #2**	**Score**
Common Topic Identified (2 points)			
Book Title for both (1 point each, 2 points)			
Similarities Text Description (2 points)	**1.**	**1.**	
Differences Text Description (2 points)	**1.**	**1.**	

Circle the appropriate answer:
The illustrations were similar different
Rubric:

	2 points	**1 point**	**Score**
Common Topic Identified (2 points)	Accurately identified topic	Did not identify the common topic accurately but wrote something	
Book Title for both (1 point each, 2 points)	Copied title correctly included	Did not copy topic correctly	
Similarities Text Description (2 points)	1. Accurate similarity unique to the book 1	1.Accurate similarity unique to book 2	

Differences Text Description (2 points)	1. Accurate difference unique to book 1	1. Accurate difference to book 2	

Circle the appropriate answer: (2 points)
The illustrations were similar **different**

Assessment 3:
Scholars will complete a graphic organizer of similarities and differences in text descriptions as they compare two biographies on an important Boston Tea Party American not previously discussed in class. The assessment will determine level of mastery the scholar has in comparing basic similarities and differences in two different texts on the same topic. The scholar will focus on text descriptions.
Scoring: The assessment will be worth a total of 100 points. 10 points for identifying the common topic, 5 points for writing in each text, 10 points for each similarity and difference for a total of 80 points on similarities and differences.
Convert points to percentage. 90 -100% A, 80-89% B, 70-79% C, 60-69% D
Mastery: A score of 80 or 80% will determine mastery

Topic _____

Text #1	Text #2
Similarities 1. 2.	Similarities 1. 2.
Differences 1. 2.	Differences 1. 2.

Rubric:

	10 points	**5 point**	**Score**
Common Topic Identified (10 points)	Accurately identified topic	Did not identify the common topic accurately but wrote something	
Book Title for both (5 point each, 10 points)	Copied title correctly included	Did not copy topic correctly	
Similarities Text Description (10 points each for a total of 40)	1. Accurate similarity unique to the book 1	1.Accurate similarity unique to book 2	
Differences Text Description (10 points each for a total of 40)	1. Accurate difference unique to book 1	1. Accurate difference to book 2	