Curriculum Sample Template
Max. 8 Pages

Grade Level	Fifth 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.*	Scholars will be able to read grade-level text fluently and accurately. Scholars will be able to express ideas verbally, and in full sentences. Scholars will be able to express ideas through writing, and apply appropriate conventions to their writing. Scholars will know that there are several genres of text, including nonfiction and informational text. Scholars understand what a main idea or topic is and identifies a key point and details in a text. They will be able to compare and contrast informational text from two different sources and identify the key point in each. The scholars will have prior knowledge in reading to research a topic for the purpose of speaking or writing knowledgeably about the topic. They will have experience using the tablets to conduct research, compare texts and have the technology background to create power point presentations.		
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 to the Core Knowledge Sequence. The domain of "The Civil War" will be concurrently taught in Writing and Social Studies at the 5th grade level. Content in the reading passages will align, as much as possible, with this domain. The skill of comprehending informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of Social Studies is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit in small groups. The groups will be created by the teacher using the RTI model. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
Materials/Resources Needed	White board, document camera, Social Studies textbook, tablets, a variety of text materials for the purpose of research from the Civil War, graphic organizers		

* ***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).*

(add as needed)	Instructional Strategies	Student Activities
1	**Lesson**: Scholars will choose a research topic and create an organizational structure in which to gather information from a variety of text sources. **Assessment Item 1**: The teacher will explain and present the scholars with Assessment Item #1 as a pre-test for the unit. The skills required to mastery this unit have been taught in prior years, with the exception of using multiple sources to gather information. The pre-test will determine if the teacher needs to reteach any key skills prior to teaching this unit. **Anticipatory Set**: Activation of Prior Knowledge. The teacher will ask the scholars to discuss what they know about reading variety texts on the same topic for the purpose of writing or speaking knowledgeably about the topic. **Guided Practice**: Write scholar responses on the board. The teacher will review the scholar responses and add the following if they were not been mentioned. Compare and contrast various texts to determine the key points in each, identify similarities and differences of each text for the purpose of integrating information and creating an organizational structure of topics to narrow and define the research. The teacher will introduce the unit assignment and pass out the assignment sheet with the due dates and record the topic of research from each scholar. Next, the teacher will display three graphic organizers in which the scholars can use to record text information on the document camera. The teacher will meet with each scholar to record their topics and review the assignment sheet. **Independent Practice**: The scholars will create or use from	1. Scholars will listen to the directions of the assessment. 2. Take the assessment. 3. Recall prior knowledge of reading two texts for the purpose of gathering information for a writing or speaking activity. Each scholar will participate in the discussion. 4. Listen to the teacher review scholar responses and takes notes if key points were forgotten. 5. Observe and listen to the teacher discuss graphic organizers that can be used as the scholars read and gather information. 6. The scholars will meet individually with the teacher to review the assignment sheet and discus the topic for research. 7. Scholars will create and complete their graphic organizer based on the chosen topic.

	the teacher an organization structure to gather information for the research paper. The teacher will instruct the scholars to begin selecting source and reading from a variety of texts. Record the key points and details on notecards as the scholars have been instructed in the past. **Closure:** The teacher will check off each scholars graphic organizer to meet timeline due dates.	8. The scholars will begin reading from a variety of texts and recording key points and details. 9. Turn in the graphic organizer to the teacher.
2	**Lesson**: Scholars will integrate information from a variety of sources to create a single report. **Anticipatory Set**: The teacher will write the following prompt on the board, "Find and record three sources of text about your research topic". Record each source on your graphic organizer under the appropriate key point heading. **Guided Practice**: The teacher will review the process of reading and documenting key points in a text for two sources. Then instruct the scholars that this unit will focus on reading more than two texts to gather information. They must have four different sources to meet the requirement of the assignment. The teacher will review various types of sources to be used, scholar textbook, class library, brochures, newspapers, magazines and the use their tablets for online sources. The teacher will then instruct the scholars to begin reading and gathering information. Modeling: The teacher will present on a worksheet with three paragraphs from three different sources. Ask scholars to work with partner to complete the worksheet. **Independent Practice**: Scholars will individually begin reading and gathering information to integrate. The writing process will take place during the writing block. **Closure**: The teacher will collect the worksheet and determine if more instruction will be required for scholars to master the standard.	1. Scholars will follow the writing prompt and record three sources that can be used to learn more about the Civil War. 2. Listen, take notes and discuss the process involved in reading two texts for the purpose of integrating information. 3. The scholars will document the current assignment will require reading four or more texts to complete the assignment. 4. Listen and participate in the class discussion of naming a variety of sources to use. 5. Scholars will work independently to read, compare and, contrast texts, as well as integrate the information read onto a graphic organizer. 6. With a partner, the scholars will complete the worksheet presented by the teacher. 7. Scholars will begin reading and documenting information for the purpose of integrating the information into one document. 8. Turn in the assignment worksheet.

3	**Lesson**: Assess the scholar's ability to select four sources of the same topic to reading and integrate information. **Assessment Item 2**: The teacher will present and explain the assessment item. Each scholar's will complete the assessment and turn it into the teacher for scoring. **Independent Practice**: As the scholar's complete and turn in their assessments they will finish reading and recording the information for the writing project to be completed during the writing block. The teacher will instruct the scholar's to meet with a partner and review their information and texts for completeness before meeting with the teacher the final time. **Closure**: The teacher will meet with each scholar and check off their complete work.	1. The scholars will listen to the teacher explain and present the assessment item 2. They will ask question of clarification if necessary. 2. Compete the assessment 3. Continue reading and documenting information to be used in the written research report for writing. 4. Meet with a partner to present information for completeness before meeting with the teacher. 5. Meet with the teacher upon completion of reading, analyzing, and documenting information.
4	**Lesson:** The scholars will take the unit assessment.	1. Scholars will take the unit assessment
5	**Lesson:** The scholars will present their power points to the class. **Independent Practice**: Each scholar will critique each presentation by writing one fact they learned, one positive comment and one area for improvement. **Closure**: Teacher will collect, review and pass out the scholar's critiques' from the presentations.	1. Scholars will present their power point presentation. 2. Write a brief critique of each other's presentation 3. Turn critiques into the teacher. Scholars will choose a research topic and create an organizational structure in which to gather information from a variety of text sources Scholars will choose a research topic and create an organizational structure in which to gather information from a variety of text sources

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:
This is a pre-pretest for the teacher to determine how much of the required information for the unit will need to be re-taught. This reading standard for fifth grade adds a depth of understanding and comprehension of the content area by requiring the scholars to compare and contrast information from a multitude of texts.
The scholars will read texts from three passages complete a graphic organizer and write a summary paragraph integrating the content in each text. The assessment will be worth 20 points. Points will be earned for completing the graphic organizer and writing a summary paragraph. The rubric the graphic organizer is included and the summary will be assessed using the Six Trait Writing Rubric for content and ideas.
Scoring: The assessment will be worth 20 points. 12 points will be earned for completing the graphic organizer with accurate and complete information. The summary will be worth 6 points as indicated from the Six Trait Writing Rubric.
Scoring Scale: 20 points = 100% 18 = 90% 16 = 80% 14 = 70% 12 = 60%
Mastery: 16 points and 80% will determine mastery. Any scholar not scoring 80% will receive individual instructions from the teacher.

Fifth Grade Assessment Item 1

Name _____
Directions: Read the following three passages from different texts
Complete the graphic organizer
Write an integrated summary paragraph

1. Complete the graphic organizer below:

Topic _____

Text #1 _____ Text #2 _____ Text #3 _____.

Key Point _____ Key Point _____ Key Point_____.

How are the texts similar?
How are the texts different?

2. Write a summary paragraph integrating the three texts.

Rubric:
1. **Complete names and key points for each text. (4 points)**
   Complete statement on text similarities (4 points)
   Complete statement on text differences (4 points)

2. Six Trait of Writing Rubric for Ideas and Content

		1-2 points	3 points	4 points	5-6 points	score
Ideas and Content	1. The topic is clearly introduced. 2. The topic is developed and integrated using concrete details and information from each text. 3. Information is integrated and not repeated					

Assessment Item 2:
This assessment will determine the scholar's ability to select four text items of the same topic, determine the main points of each text and integrate the information into an oral summary. This skill is the next progression to mastering the standard. The scholars will be provided a topic and they are to locate four different text items with information pertaining to the common topic. They will read the text, determine the main point of each text and integrate the information into an oral presentation explaining the similarities and differences in the key points of the text sources. The scholars will be scored on the oral presentation. The assessment will be worth 20 points. 4 points will be earned for completing each part of the assessment; introduce the topic, name the texts, summarize the main points, discuss the similarities and differences, integrate information into a summary for a total of 20 points.
Scoring: The assessment will be worth 20 points. 4 points will be earned for each of the following: Text main points,
20 points = 100% 18 points = 90% 16 points = 80% mastery 14 points = 70% 12 points = 60%
Mastery: A score of 16 points / 80 % will determine mastery. Any scholar not scoring 16 points will receive mandatory tutoring and additional instruction from the teacher.

Fifth Grade Assessment Item 2

Name_____

Directions:
1. **Select four different text items describing the living conditions of the people during the Civil War.**

2. Oral Presentation:
Introduce the topic
Named the texts
Summarized the main points
Discussed the similarities and differences
Integrated summary

Rubric: Oral Presentation

	4 points	3 points	2 points	1 point	Points
Introduce the topic	Identified the common topic and selected 4 different texts	Identified the common topic and selected 3 topics	Identified the common topic and did not select texts of the common topic	Did not accurately name the topic or selected texts of the same.	
Select the text	All four texts are of the same common topic	Three texts are of the same topic	Two texts meet the common topic	Not all texts reflected common topic	
Summarize the main points	Complete summary for all four	Complete summary for three	Incomplete summary of all texts	Did not summarize the main points	
Discuss similarities and differences	Compared and contrasted all 4 texts completely	Compared and contrasted three texts for both items	Compared and contrasted at least two texts and both items	Did not compare or contrast the texts	
Integrated summary	Included all texts and summary was complete.	Included three texts and summary was not complete	Included two texts and did not have a complete summary	Did not summarize the information	

Assessment Item 3:
This assessment will assess the scholar's ability to master the standard:

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Scholars will use their tablets or computers to create a power point presentation comparing and contrasting the leaders of the Civil War. The scholars will choose a leader(s) of the civil war, select a minimum of three texts of the same topic to compare and contrast and prepare a written presentation for scoring. The assessment will be worth 100 points and scored using the Six Traits + 1 scoring rubric. Points will be earned for the final presentation. Scholars will have the reading and writing instruction block to complete the assessment independently.

Scoring: The assessment will be worth 100 points based on the Six Trait Rubric. The rubric points will be converted to a percentage as follows.

7 = 100 points 6 = 90 points 5 = 80 points (mastery) 4 = 70 points 3 = 60 points

Mastery: A score of 80 points / 80% will be determined as mastery. Any scholar not meeting 80% will be required to meet individually with the teacher for addition instruction.

Fifth Grade Unit Assessment

Name_____

Directions: Select four different text items of the same topic read, compare and contrast main points, recording facts and details to prepare power point presentation with the following requirements:

- Read and document a minimum of four different texts
- The power point must be a minimum of six slides
- The presentation must include pictures and a video

Rubric:

Writing Trait	**Criteria**	**F F Below 1-2 points**	**Approaches 3 points**	**Meets 4 points**	**Exceeds 5-6 points**	**Score**
Ideas and Content	1. The topic is clearly introduced. 2. The topic is developed using relevant facts, definitions, concrete details, quotations or other information used as examples					
Organization	3. Related information is grouped in paragraphs and sections 4. Uses appropriate transitions to clarify relationships among the ideas and content. 5. Essay is formatted for easy reading and understanding by using headings / title and multimedia resources. 6. There is a recognizable concluding sentence or statement that summarizes the text.					
Voice	7. Establishes and maintains a formal style					
Word Choice	8. Uses precise language and domain specific vocabulary to inform about or explain the topic (Linking words and phrases key to persuasive text).					
Sentence Fluency	9. Sentences convey ideas and information smoothly and clearly					
Conventions	10. Uses punctuation and capitalization correctly					
Presentation	11. Meets required slides, includes headings, pictures and 1 video					

7 = 100% 6= 90% 5 = 80% 4 = 70% 3 = 60%

Mastery 5 / 7