Curriculum Sample Template
Max. 8 Pages

Grade Level	Third Grade	**Content Area**	Writing
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.*	Third grade scholars must have the ability and knowledge to read, comprehend and write in complete sentences, and listen to others. Work in cooperative groups. Scholars have basic digital research skills and must have knowledge and the ability to identify topic, key points with details and complete graphic organizers with such information. Scholars will be able read information from two different texts of the same topic and identify key points and details form the texts.		
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 ADE 2010 ELA Standards by teaching Reading standards across the curriculum in Social Studies. This skill of comprehending informational / explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards. The content knowledge of Social Studies is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. As describe in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group instruction, independent practice and ongoing assessment Technology is the focus in each lesson as scholars will use their tablets to access information on the world wide web as well as use software to present information to the class.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**3.RI.9** **Compare and contrast the most important points and key details presented in two texts on the same topic**		
Materials/Resources Needed	Arizona textbook, computer, internet, tablets, graphic organizers, various brochures on National Parks, tourists attraction brochures, power point software, various book from the classroom library of like topics, markers, white board, various advertisements, six-trait writing rubric		

* ***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	**Lesson:** Scholars will introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **Anticipatory Set**: The teacher will ask the scholars, "What do you think life would be like in the Mohave Desert?" **Guided Practice**: The teacher will instruct the scholars that it is important to compare and contrast two different texts on the same topic. This lesson will focus on the content of plants and animals that live in the Mohave Desert. The teacher will inform scholars of resource materials within the classroom to use for their research. Scholars will also use their tablets to find digital material on the topic. Scholars will be working in small learning groups to create a power point presentation about various plants and animals of the desert. One group will research plants and the other animals. The teacher will instruct scholars to use reading skills to locate information by focusing on key points. The key points are located at the beginning of sections or chapter of the text. They key points are often in bold text are located in subtitles. The teacher will instruct and review the process of introducing a topic and researching texts to located key points that will support the topic and their opinion statement in the small groups. The teacher will model how to use a graphic organizer to compare and contrast the key points from two different texts. **Independent Practice**: Teacher will instruct the scholars to read and take notes from two different texts on the plant and animals of the Mohave Desert. Document information on the graphic organizer to compare and contrast. Scholars will record information to be added to slides on the class power point presentation. The power point presentation will be a class project with each small group creating slides on plants and animals of the desert. Each topic will be introduced and presented with facts and details. The teacher will create a class power point folder where each group will create and save their slides. When the power point is finished each group will present their slides. This class project will take up to three days	1. Listen and share answers to the teacher's question, "What do you think life would be like in the Mohave Desert?" 2. Get into small learning groups. 3. Listen to the teacher provide direct instruction on how to determine the differences and similarities of key points in two different texts. 4. Scholars will observe and participate in the direct instruction with the teacher in the small groups. Scholars will learn how to gather information from two different texts to compare and contrast the key points. Graphic organizers will be used to organize and provide structure for the information. 5. Scholars will prepare the power point presentation in small groups when the teacher in not instructing their group. Instruction groups (RTI model): • Scholars will work collaboratively with their peers to read and gathering information from key points in texts to create a power point presentation as a class project, not to be used as an individual assessment. • Scholars will receive direct instruction from the teacher on reading and identifying key points in a text. • Groups will rotate 6. Independently the scholar will read and take notes on two different texts of books, website or other media of the same topic, either animals or plants of the Mohave Desert. 7. The scholars will create slides for the power point on the key points on the two texts. 8. The scholars will present their power point presentation to the

	for the scholars to complete and will not be used in any scholar assessments. **Assessment Item 1:** Teacher will pass out the assessment item 1 to all scholars. They will select two texts of the same topic and complete a graphic organizer. **Closure:** The teacher will collect the assessments, score them and determine if any portion of the lesson needs to be retaught.	class at the conclusion of the unit. 9. Scholars will take the first assessment item and turn into the teacher.
2	**Lesson**: Scholars will read and identify key details for each key point in two texts. **Anticipatory Set**: Hand each scholar an advertisement on tourist attractions in Arizona. **Guided Practice**: The teacher pair scholars to collaboratively work together to read and identify the key points and details on the advertisements. The teacher will instruct scholars to begin identifying the key points in each advertisement and record some details on a T-chart. Modeling: The teacher will instruct the scholars how to identify the most important point that each text has to offer from the group of key points the scholar has recorded. The most important key point will be stated in the title of the informational piece or subtitle heading. In an advertisement the point that is largest in text type or style or in books the most important point may be revealed in the summary of the book. Scholars will be identifying the most important points in an advertisement, writing some details and comparing the most important point to another text item of the same topic in the small learning groups. Each scholar will complete a graphic organizer to illustrate the findings independently. **Independent Practice:** The teacher will instruct the scholars to independently complete a graphic organizer on both advertisements. The teacher will have each pair of scholars present their most important point and key details. As a class, the teacher will facilitate a think a loud discussion comparing and contrasting the information on both texts discussing similarities and differences. **Assessment Item 2**: Teacher will present each scholar with the assessment to complete independently.	1. Read the advertisement from the teacher on tourist attractions in Arizona. 2. Scholars will work with a partner collaboratively to identify the key points in the two advertisements. **Tier 1** scholars will begin to work on this task independently and then be instructed by the teacher to determine the most important points in each text. **Tier 2** and 3 scholars will begin with the teacher and identify the key points. This group will need extra support from the teacher. 3. Independently the scholar will use the information found and discussed with their partner and in the small instruction group to complete a graphic organizer stating the most important point in each text and supply a few details for each. 4. Scholars will present the items in the graphic organizer and participate with peers to compare and contrast the key points in both texts. 5. Scholars will take the assessment item #2

	Closure: Teacher will ask each scholar to why it is important to identify key points and details when comparing two text of the same topic.	6. The scholar will participate in a class discussion about why it is important to compare and contrast the most important points in each text.
3	**Anticipatory Set:** Teacher will ask scholars if anyone has a question about determining the most important point in two texts of the same topic. **Lesson:** Scholars will independently take an assessment of the standard. **Guided Practice**: Review how to compare and contrast the most important key point in a text. Review the graphic organizer with scholars. **Unit Assessment**: Teacher will use the independent practice as an assessment of student mastery of the standard. Teacher will provide remediation for any student not showing adequate progress.	1. Scholars will ask the teacher questions regarding comprehension of concepts presented in the unit. 2. Listen to the teacher review key points of the standard and ask questions if necessary. 3. Scholars will independently take the unit assessment

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 assessment will assess the scholar's mastery level in comparing and contrasting two different texts on the same topic using key points. The assessment will consist of the scholar selecting a brochure or tour guide of a national park from the teacher and looking up the same park on the web. A graphic organizer will be complete and the scholar will identify the topic and list key points from each text.

Scoring: The assessment will be worth ten points. Two points for identifying the common topic and one point for each key point identified in each text for a total of eight points for the section.
10 pts. = 100% 9 pts. =90% 8 pts. =80% 7 pts. =70% 6 pts. =60%

Mastery: The assessment will be worth ten points. Eight points / 80% will determine mastery.

Third Grade Assessment Item #1

Name_____

Directions: Select a brochure or tour guide from the class library and locate information of the same topic on the web using your tablet. Read both texts and complete the graphic organizer on key points.

Common Topic_____

Text 1	Text 2
Key Points: **1.** **2.** **3.** **4.**	**Key Points:** **1.** **2.** **3.** **4.**

Rubric:
Common Topic: **National Park** **(2 points)**
Key Points: **8 points total**
Accurately identify and write a key point in the text (1 point for each point)
Mastery: 8 / 10

Third Grade Assessment #2

The assessment is designed to assess the scholar's comprehension and ability to identify the most important key point in two different texts of the sample topic. The scholar's will read two texts of the same topic and identify the most important point of each text. The scholars will use a T-chart to illustrate their answers.

Scoring: The assessment will be worth a total of 20 points. 5 points will be awarded for identifying the most important key point in each text for a total of 10 points. 5 points will also be awarded for discussing the similarities and differences in the most important points in each text. Rubrics follow the assessment.

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

Mastery: Mastery will be achieved by a score of 8 points / 80%

Third Grade Assessment Item #2

Name_____

Directions: Select two different text items of the same topic. Read the text and complete the graphic organizer below.

Text #1 _____ **Text #2** _____

Common Topic _____

Key Point _____ **Key Point** _____

How are the texts similar?

How are the texts different?

Rubric:

Text #1 _____ **Text #2** _____

Common Topic _____

Key Point _____ **Key Point** _____

(5 points) Accurately identifies the most important point. **(5 points) Accurately identifies the most important point**

How are the texts similar? (5 points)

Compare and contrast at least one similarity and one difference and reference both texts.

How are the texts different? (5 points)

Compare and contrast at least one similarity and one difference and reference both texts

Third Grade Assessment Item #3

This assessment will assess the scholar's mastery of the standard:

3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic

The assessment will require the scholar to read two different texts, identify the common topic, the most important key point and details of both texts. The scholars will use a graphic organizer to record the topic, key point and details of each text and write a summary paragraph comparing and contrasting the similarities and differences.

Scoring: The assessment will be worth 100 points. 100 points will be awarded for completing a graphic organizer with a key topic, the most important points and details for each text. 10 points will be awarded for identifying the most important point in each text (20 points total), 20 points will be awarded for identifying the key details in each text (40 points total) 20 points each for identifying the similarities and differences (40 points total) and 6 points for the summary statement. The summary statement will be scored using the six point writing rubric for content and ideas.

106=100% 105-95=90% 94-85=80% 84-74=70% 64-73=60%

Mastery: Mastery of the assessment will be determined by a score of 85 points. Converted to 80% as indicated in the Program of Instruction

Third Grade Reading Unit Assessment

Name_____

Directions:
Select two books of the same topic. Read the books and complete the graphic organizer below. Compare and contrast the similarities and differences and write a one paragraph summary
Part A: Complete the graphic organizer below

Topic	
Text #1	Text #2
Most important Point	Most Important Point
Key Details	Key Details
Similarities	
Differences	

Part B: Write a summary paragraph comparing and contrasting the similarities and differences of both texts
Rubric:

Scoring Rubric Part A

Topic	
Text #1	**Text #2**
Most important Point 10 points. Accurately identifying the most important point 5 points for Inaccurately identify the most important point	**Most Important Point** 10 points. Accurately identifying the most important point 5 points for Inaccurately identify the most important point
Key Details 20 points	**Key Details 20 points**
Similarities 20 points	
Differences 20 points	

Scoring Rubric for key details, similarities and differences

	20 points	15 point	10 points	5 points	score
Key Details Text 1 and 2	**States 4 or more details accurately**	**States 3 details accurately**	**States 2 details accurately**	**Does not state a complete detail or inaccurate details**	
Similarities and differences	**States 3 items and uses specific details from both texts.**	**States 2 items and uses specific details for both texts; states 3 items and does not use specific and references both texts**	**States 1 point and uses specific details for both; does not use specific details and reference both texts**	**Does not state similarity or difference and does not use specific detail from both texts**	

Scoring Rubric for Part B: Write a summary

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 using relevant facts, definitions, concrete details, quotations or other information used as examples					