Curriculum Sample Template
Max. 8 Pages

Grade Level	3rd grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4 days + 1 day for the summative assessment	**Time of Year**	4th quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be able to read grade level text fluently. Students will understand that there are several types of text, including nonfiction and informational text. Students will be able to speak and write in complete sentences. Students will be able to identify the main idea and supporting details of a text. Students will have background knowledge of the Science content being used to teach the skills, specifically knowledge of habitats and ecology.		
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 "Ecology" will be concurrently taught in Reading, Writing, and Science at the third grade level. 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). Content knowledge of the life sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 8th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and graph their results in an individual portfolio, which serves as a visual representation of progress towards their "Big Goal" in Reading.		
Standard Number and Description *List the Number* and full description for the required Standard.*	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	At the end of this unit, students will be asked to read two informational passages that they have not seen before, and respond to five multiple choice and open-ended questions about the text.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy*	The assessment will consist of five questions, each worth two points, for a total of ten possible points. Grading will be based on the following scale: 0-5 points= Falls Far Below; 6-7 points = Approaches; 8-9 point = Meets; 10 points = Exceeds According to the program of instruction, Mastery of standards will be indicated by a score of 80% or higher. Thus, a		

of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	score of eight to ten points on this assessment will indicate mastery of the standard. Please see attached for the answer key.
Materials/Resources Needed	Core Knowledge Language Arts Read Aloud Anthology, copies of text for students, three pieces of chart paper labeled and with graphic organizers shown on them, graphic organizers and response sheets for students

Lesson (add as needed)	**Instruction** TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice	**Student Activities**
1	**Activation of Prior Knowledge:** TW direct students to discuss what they already know about informational text. **Objective:** Students will identify features of a "Comparison" text. **INM:** Key Points: 1. There are many styles that authors use to write nonfiction text. We'll explore three this unit: Comparison, Cause and Effect, and Chronological. 2. In Comparison articles, the author uses facts that tell how two or more things are alike or different. 3. Comparison articles contain key words and phrases that distinguish them from other styles. These include "alike, different, similar to…, different from…, whereas" and others. **Modeling:** TW display three pieces of chart paper, labeled "Comparison," "Cause/Effect," and "Sequential." TW focus on the "Comparison" chart today. TW draw a visual aid of a Venn Diagram on the chart. TW read "Producers, Consumers, and Decomposers" from the Core Knowledge Language Arts text aloud. TW point out key words, phrases, and concepts that tell her the author is using the compare/contrast style of writing to give information. TW record these key words and phrases on the "Comparison" chart (ie: alike, different, similar to, different from, whereas, etc). **Guided Practice:** TW provide students with a copy of "Producers, Consumers, and Decomposers." TW direct students to partner read the text. TW provide each group of students with a Venn Diagram. TW lead the class in completing the three-part Venn Diagram, discussing why the details show that the text is a Comparison text, stating "I know this is a	SW TPS with a neighbor to discuss what they already know about informational text. SW repeat today's objective, and discuss as a class how it will help them reach their "Big Goal" in reading. SW actively listen to today's key points. SW actively listen and watch as the teacher explains the three types of text they'll be learning about, and how to identify "Comparison" style text using key words, phrases, and ideas from "Producers, Consumers, and Decomposers." SW answer the teacher's questions to display understanding of the teacher's key points. SW partner read "Producers, Consumers, and Decomposers." Then, SW participate in completing the Venn Diagram, comparing and contrasting the different types of organisms described in the text. Then, SW

	comparison text because…" **Independent Practice:** SW read, "What's Wild About African Wild Dogs?" from National Geographic for Kids' website. TW direct students to read the article independently, and complete a Venn Diagram. At the bottom of the Venn Diagram, there will be a close sentence: "I know this is a _____ text, because _____." **Assessment:** TW use the IP as an assessment of student mastery of this objective. TW provide remediation and support for any student who does not show mastery.	complete the sentence starter: "I know this is a comparison text because_____." SW read "What's Wild About African Wild Dogs?" independently. Then, SW complete the Venn Diagram, showing similarities and differences in these dogs versus others. Then, SW complete the sentence starter to describe how they know this is a comparison text.
2	**Activation of Prior Knowledge:** TW revew the "Comparison" chart she completed yesterday, and ask students to summarize what they learned about that type of text. **Objective:** Students will identify features of a "Cause and Effect" text. **INM:** Key Points: 1. There are many styles that authors use to write nonfiction text. We'll explore three this unit: Comparison, Cause and Effect, and Chronological. 2. In Cause and Effect text, the author uses facts that tell how one event causes another 3. Cause/Effect articles contain key words and phrases that distinguish them from other styles. These include "if/then, as a result, because of" and others. **Modeling:** TW add today's key points, and the visual aid of a flow chart, to the chart titled "Cause and Effect." TW will read aloud "The Balance of Nature" from the Core Knowledge Language Arts text. TW use the "Think Aloud" strategy to identify this as a Cause/Effect text, due to the language used. TW ask, "How can I tell this text is written as a Cause and Effect?" **Guided Practice:** TW direct students to work in pre-assigned groups of two. TW provide each group with the first two pages of "Natural Changes in the Environment," taken from the Core Knowledge Language Arts text. TW direct students to locate evidence that this is a cause and effect text, and record it on a flow chart graphic organizer. TW ask, "What effects does a flood have on a landscape? Where did you find that information?" and similar questions.	SW review the features of comparison text, and TPS what they learned about yesterday. SW repeat today's objective, and discuss how it will help them reach their "Big Goal" in Reading. SW actively listen to today's key points about Cause and Effect texts. SW actively listen and watch as the teacher reads "The Balance of Nature" aloud. SW watch as the teacher identifies features in this text that make it a Cause/Effect style passage, and adds information to a flow chart. SW answer the teacher's questions. SW work with their partner to read the first two pages of "Natural Changes in the Environment." SW record information on a flow chart graphic organizer. Then, SW discuss how they can tell that this is a Cause/Effect text, using evidence from the passage.

	Independent Practice: TW provide students with the remainder of the Cause/Effect text. TW direct students to read the text, and record causes and effects on the graphic organizer. The worksheet will also contain the following sentence that students must complete: I know this is a _____ style text because _____." **Assessment:** TW use the independent practice as an assessment.	SW independently read the remainder of the text, and record the causes and effect they read about in a flow chart graphic organizer. SW then complete the sentence: "I know this is a _____ style text, because _____." Any student who did not show mastery on the independent practice will meet with the teacher in a small group setting to review the key points.
3	**Activation of Prior Knowledge:** TW ask students to TPS about the features of Comparison and Cause/Effect style texts. **Objective:** Students will identify features of a Sequential text. (habitat destruction) **INM:** Key Points: 1. There are many styles that authors use to write nonfiction text. We'll explore three this unit: Comparison, Cause and Effect, and Chronological. 2. In Sequential text, the author provides information chronologically, or in a sequence of what happened first, next, and in the end. 3. Sequential articles contain key words and phrases that distinguish them from other styles. These include "First, in the beginning, next, after that, in the end, finally" and others. **Modeling:** TW display a visual aid of a timeline on the "Sequential" chart, along with key words and phrases. TW read "John Muir" aloud, from the Core Knowledge Language Arts text, and add information to the timeline. TW use the "think aloud" strategy to illustrate her thought process in determining that the author wrote this as a Sequential text. TW ask, "How can I tell this story is a Sequential text?" and other relevant questions to check for understanding. **Guided Practice:** TW provide students with another example of a sequential text, along with a blank timeline. TW direct students to partner read the text, and then complete the timeline using information they've read in the text. TW ask students to describe the features (like dates and key phrases) that led them to believe this is a Sequential style text. **Independent Practice:** TW provide individual students with a third example of Sequential text. TW direct students to read the text, complete a timeline with information they read, and then complete this sentence	SW TPS about the features of Comparison and Cause/Effect texts. SW repeat today's objective, and discuss how it will help them reach their Big Goal in Reading. SW actively listen to today's key points. SW actively listen as the teacher reads "John Muir" aloud. SW see the teacher "think aloud" about features in the text that make this a Sequential text. SW watch as the teacher adds information to a timeline, describing important events in Muir's life. SW answer the questions to demonstrate understanding of the key points. SW work with their partners to read the text. Then SW recall information from the text to complete the timeline with dates and important events. SW share their ideas about how they knew this was a Sequential text. SW read the text. Then, SW complete the timeline, recalling information they read regarding dates and important events in chronological order.

	starter: "I know this is a sequential text because_____." **Assessment:** TW use the IP from today as an assessment of student learning.	Finally, SW complete the sentence starter, describing key features of the text that allowed them to identify it as a sequential style text. Any student who did not master the objective will meet with the teacher in a small group setting to practice the skill further.
4	**Activation of Prior Knowledge:** TW review all three pieces of chart paper, and ask students to recall the key feature of each style of informational text. **Objective:** Students will compare all three types of text, and discuss ways to identify them. **INM:** Key Points: 1. There are three main styles of text that we've learned about this unit. 2. As educated readers, we must be able to read lots of different text, and identify which kind it is. 3. In order to decide which type of text a passage is, we use the key features we've learned about all week. **Modeling:** TW project and read aloud three different texts, all on the topic of pollution. After reading each text, teacher will use the "Think Aloud" strategy to show how she identifies each one as a Comparison, Sequential, or Cause/Effect. TW use the charts created throughout this unit to guide her thinking. TW ask students questions to check understanding. **Guided Practice:** TW divide students into three groups. Each group will have a different text, on the topic of pollution, and will read it together. The, each group must identify which type of text they have, and explain to the class how they determined their answer. TW ask questions to guide the discussion. **Independent Practice:** TW provide each student with an "Exit ticket" that contains two nonfiction passages. TW direct students to read each passage, then answer questions about its features and style. **Assessment:** TW use the IP as an assessment of student learning.	SW share their ideas about Comparison, Cause/Effect, and Sequential text, and how they can identify each. SW repeat today's objective, and discuss how it will help them reach their Big Goal in Reading this year. SW actively listen as the teacher explains today's key points. SW watch and listen as the teacher reads each passage aloud, and identifies what type of informational text each is, based on the information on the charts. SW answer the teacher's questions to demonstrate understanding. SW work with their group. SW read the text provided to them. Then, SW discuss whether they have a Sequential, Cause/Effect, or Comparison text, and how they know. SW share their answers with the class, and participate in a class discussion about each. SW complete the independent practice, identifying each passage as a Comparison, Cause/Effect, or Sequential text, and answering questions about how they can tell what style it is. Any student who did not show adequate understanding of the objective will meet in a small group setting with the teacher, to review the concepts before the unit test.

Summative Assessment

Name: _____

ADE 2010 ELA Standards (CCSS) 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Directions: Read each passage and answer the questions. Each item is worth 2 points.

Milton S. Hershey

Born and Raised

Milton S. Hershey was born in 1857. He was born in Derry Township, Pennsylvania. He did not go to school very long. He only finished fourth grade. His family kept moving to different places. His mom wanted to him to work. So he worked at a candy store.

Milton Making Candy

Milton opened a candy store when he was 19. It did not do well. He had to close the store. When Milton was older, he went to Chicago. He learned how to make caramel. He opened another candy factory. This time it worked. People loved his caramel. Then, Milton learned how to make chocolate. He made chocolate for little money. People who were not rich could buy it too. Milton sold his caramel factory. He wanted to make chocolate instead.

Hershey's Chocolate City

Hershey needed to build a chocolate factory. He chose to build it near his hometown. He picked the area because it was close to farms. The city was named Hershey. It is in Pennsylvania.

Milton Hershey Lives On

Milton Hershey died in 1945. But he still lives on through his candy. His factory still makes great chocolate today. Millions of people eat his candy every day. Because of this, his name is known all around the world.

1. "Milton S. Hershey" is a _____ text.
    a. Comparison
    b. Cause and Effect
    c. Sequential
    d. None of the above.
2. Complete the sentence: I think "Milton S. Hershey" is a _____ text, because _____
3. What could you add to make this text a Comparison text?
    a. More dates and facts about Hershey's life.
    b. More information about Hershey's family.
    c. Information about another historical American figure, and ways that the two are the same and different.
    d. None of the above.

The Benefits of Exercise

Most people agree that exercise is good for the body. Exercise can help people feel good, too. It helps every part of the body. It even helps the mind. Getting enough exercise can make a person happy. It helps people feel more peaceful. It can also make a person feel less tired. Exercise helps some people sleep better. People will sometimes set exercise goals. When they reach their goals, they feel proud. Exercise is very good for the mind.

Exercise can help people's bodies to stay healthy, too. People who exercise usually have less fat. Exercise helps people lose weight. This can help someone stay at a healthy weight. It can also keep people from getting sick. People who exercise have healthier hearts.

Exercise can help a person age well. As people get older, they will feel better if they exercise. When women get older, sometimes their bones can get weak. Exercise helps make bones stronger. Exercise is important and helps the body.

4. What type of text is "Exercise"?
    a. Comparison
    b. Cause and effect
    c. Sequential
    d. All of the above
5. Look at your answer for #1. Write one sentence from the passage that gave you a clue to answer #1 the way you did.

    _____

Score: _____/10

Answer key and grading scale:

1. C
2. Sequential, because it describes dates and important events from Hershey's life in order. (or a similar sentence).
3. C
4. B
5. Any sentence from the text that shows a Cause and Effect relationship between exercise and its benefits.

Grading Scale: 0-5 points = Falls Far Below; 6-7 points = Approaches; 8-9 points= Meets; 10 points = Exceeds