Curriculum Sample Template
Max. 8 Pages

Grade Level	3	**Content Area**	**English Language Arts-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 students should be able to compare and contrast the most important points presented by two texts on the same topic. They will use this knowledge to apply to the new contexts and assignments.		
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.*	• Direct Instruction: Direct Instruction includes features which support the other instructional elements, such as the ability grouping through the multi-age multi-grade classroom. Students are grouped and re-grouped based on their rate of progress through the program. Frequent assessment is imbedded in direct instruction where curriculum-based assessments help place students in ability groups and identify students who require additional intervention. • Cooperative Learning Groups: Students of different abilities will work together in small groups of 2-5 children. They will be taught to learn from one another and share ideas and responsibilities. *Students who are on IEPs may receive modifications or accommodations as stated or may need a slower pace of instruction with more repetition. Students may be given supplementary curriculum and various modalities to assist in grasping the concepts such as visuals, manipulatives, or a task-analysis that will break down the steps needed to assist in comprehension and application of the concept. This also may include those students who may have a difficult time grasping the concepts who are not on IEPs.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Grade: 3 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Compare and contrast the most important points and key details presented in two texts on the same topic.		
Materials/Resources Needed	Classroom whiteboard, dry erase markers, name sticks, colored pencils, pencils, index cards, Rocks: Hard, Soft, Smooth, and Rough (Amazing Science) by Natalie M. Rosinsky, Basher: Rocks & Minerals: A Gem of a Book all found in the library of literature studies by Simon Basher Found in the library of literature studies, Informational Text Coyotes and Wolves		

* ***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	The teacher will use direct instruction to engage the students in the lesson by drawing a Venn Diagram on the whiteboard. The two things being compared will be two students chosen from drawing name sticks. The class will use their knowledge of comparing and contrasting to complete the Venn Diagram. This introduces the strategy we will be using to review informational text in a fun and familiar way. "As a class we will complete a Venn Diagram about _____and _____. Each student will have a turn to come up to the board to write down something about these students either in the same area or different area. We will then discuss how we came up with them as a class." "We completed this activity to introduce you to a new strategy we will use to review informational text. Who can remind us what information text is? Great, it is text written to inform the reader about a topic. In order to understand what we are reading and review the text we are going to use a Venn Diagram to compare and contrast two different text about the same topic. Since we are learning about rocks in science we will read two different rock books then complete a classroom activity to compare and contrast the text."	Students will be actively engaged by coming up to the board to fill in the Venn Diagram about their classmates. When the Venn Diagram is complete students will discuss their work and why they choose to put them in the same or different area. Students will then be called on to review what information text is. The teacher will explain to them the next activity that will be completed throughout the week.
2	Using direct instruction the teacher will read aloud <u>Rocks: Hard, Soft, Smooth, and Rough (Amazing Science).</u> The teacher will then call on students using name sticks to retell the main idea and important details. "I will read you a book about rocks, then you will retell the main idea and important details by writing them on an index card. We need at least 5 index cards" The teacher will then read aloud <u>Basher: Rocks & Minerals: A Gem of a Book,</u> and repeat the same activity.	The students will listen to the story being read aloud as the teacher asks comprehension questions throughout. The students will then review the story by retelling the main idea and details and writing them on their own index card. The students will do this same activity with both books. When that is finished the students will place the cards in the correct area of the Venn Diagram to compare and contrast the two books about rocks.

	"Now I will read you another book about rocks, then you will retell the main idea and important details by writing them on an index card. When we are finished we will place the index cards on a large Venn Diagram on the whiteboard to compare and contrast the two books about rocks."	
3	The teacher will call on students using name sticks to review with the class what informational text is and why we use compare and contrast as a strategy to understand the reading. "Who can remind us what informational text is? Why do we compare and contrast while reading two texts on the same topic?	When called, students will respond to the teacher.
Summative Assessments	The teacher will remind students how to read informational text to complete a Venn Diagram.	Summative Assessment 1: Then the students will work in pairs to complete Venn Diagram based on the two informational texts on Coyotes comparing and contrasting the information. Summative Assessment 2: The students will work independently to complete Venn Diagram based on the two informational texts on comparing and contrasting the information. Summative Assessment 3: Students will read "Comparing Multiple Sources" and write about the texts giving the main idea of how they are alike and different and supporting details of how they are alike and different.
5	The teacher will provide accommodations to those who are below grade level.	Students who are below a third grade level will complete the same assignment with the assistance of another student or teacher to help them read the text. Students who are unable to read and/or independently the text will be read aloud to them and they will dictate their answers to a teacher.
Mastery Level	**A student needs to earn 80% points possible to be considered to have mastered the standard.**	

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

Summative Assessment 1: Informational Text – Coyotes Name_____

Directions: Read the two informational texts on coyotes. Then compare and contrast the information in the two texts by using a Venn diagram.

INFORMATIONAL TEXT #1
Coyotes appear in many Native American tales. They are usually depicted as smart and strong beasts in stories. Coyotes are members of the dog family. They once lived in open prairies and deserts, but they now roam the continent's forests and mountains. These animals will eat almost anything. They hunt animals such as rabbits, fish, frogs, and even deer. They can also eat insects, snakes, fruit and grass. They are known for killing pets such as cats and small dogs. People who live in the desert must be careful of leaving small animals alone outside at night.

NFORMATIONAL TEXT #2
You will find coyotes in deserts and valleys. Desert coyotes are light gray or tan and have a black tip on their tail. Coyotes travel during the day and hunts at night. They can run swiftly which helps them catch their prey easily. Coyotes eat meat and fish. They don't even mind eating spoiled and rotten meat. The coyote is one of the few animals whose howls are heard at night. Coyotes can howl, yelp, bark and huff. Their howls are used to keep in touch with other coyotes in the area. The coyote is a member of the dog family. The coyote even looks like a medium sized collie dog. One of the main differences is that the tail of the coyote is round and bushy.

Scoring rubric – Summative Assessment 1- Venn Diagram

Coyotes – Venn Diagram

Mastery = 7 points (80%)				
Scoring Rubric				**Points**
	1	**2**	**3**	
Name on paper	First name Only	Full Name	N/A	
Placement of "similar" key details in diagram	Student makes one similar statement in the correct space	Student makes two similar statements in the correct space	Student makes three similar statements in the correct space	
Placement of "different" key details in diagram	Student makes one similar statement in the correct space	Student makes two similar statements in the correct space	Student makes three similar statements in the correct space	
			Total	*/8*

Summative Assessment 2: Informational Text – Wolves Name_____

Directions: Read the two informational texts on wolves. Then compare and contrast the information in the two texts by using a Venn diagram.

INFORMATIONAL TEXT #1
Wolves are famous for their howl, which they use for communication. A wolf howls to get the attention of his pack or to send messages to other packs to show territory. Wolves live in packs of six to ten animals. They are known to roam great distances in one day. They prefer to eat large animals such as deer, elk, and moose. However, they also eat smaller animals such as birds, fish, lizards, snakes, and fruit. Wolves are the largest members of the dog family. Gray wolves are the most common type of wolf and they are found all over the Northern Hemisphere. In some states humans have hunted gray wolves to near extinction. Humans are fearful of wolves because they have been known to attack their livestock and animals.

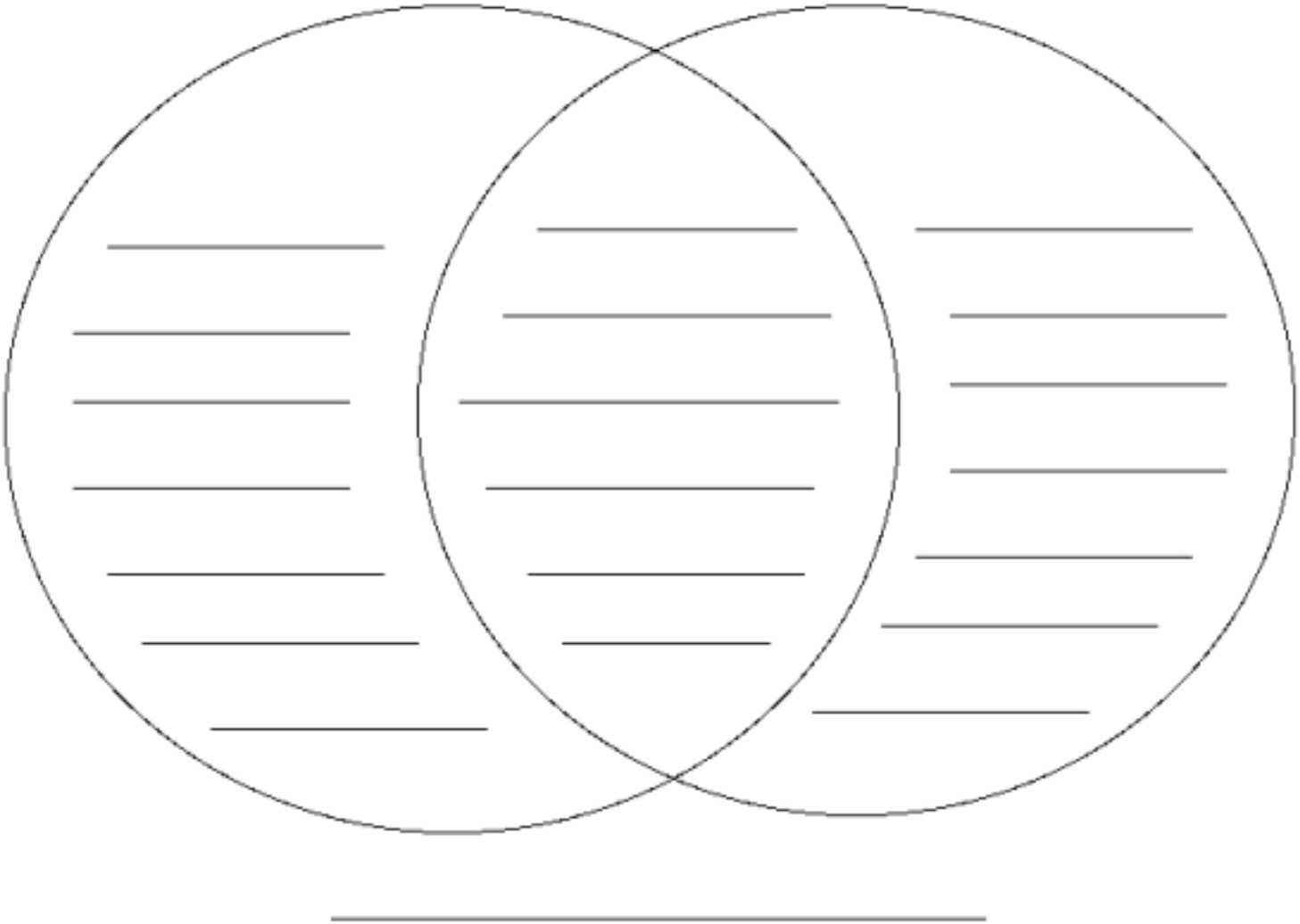
INFORMATIONAL TEXT #2
Wolves are related to the jackal and domestic dog. All wolves are identified by their powerful teeth, bushy tails, and traditional howls. Wolves live in groups called packs. A pack is made up of a male parent, a female parent and a few other adult wolves. The pack works together to hunt for food and to take care of the pups. There are many stories and fables written about wolves, such as “Little Red Riding Hood” and stories about Werewolves. These stories have made wolves out to be evil and dangerous creatures even though they pose little threat to humans. Wolves have been hunted by humans possibly due to these false images that wolves are evil and dangerous creatures.

Summative Assessment 2- Venn Diagram

Wolves – Venn Diagram

Mastery = 7 points (80%)				
Scoring Rubric				**Points**
	1	**2**	**3**	
Name on paper	First name Only	Full Name	N/A	
Placement of “similar” key details in diagram	Student makes one similar statement in the correct space	Student makes two similar statements in the correct space	Student makes three similar statements in the correct space	
Placement of “different” key details in diagram	Student makes one similar statement in the correct space	Student makes two similar statements in the correct space	Student makes three similar statements in the correct space	
			Total	*/8*

name _____ date _____



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Part 2 READING: INFORMATIONAL TEXT
2.3 Intergration of Knowledge and Ideas

Name _____

Compare Multiple Sources

Practice

Write your answers on the lines and then print this page.

Read the passages below.

Passage 1

An invention that has greatly impacted the way people live is the car. Before cars were invented, people could not travel very far or very fast. Cars changed people's lives in positive ways.

Cars made it possible to transport both people and goods more quickly and more easily. Journeys that used to take months now took days, and journeys that used to take days now took hours.

Cars gave people more freedom to live and work where they wanted. People could travel farther distances to get from their homes to their jobs, and they could live in areas father away from major cities.

Cars created new jobs. Today, the production of cars provides jobs for millions of people.

Passage 2

Few inventions have impacted people's lives more dramatically than the car. While cars have certainly benefitted people in many ways, they have also created huge new problems.

Cars make it possible for people to get around more quickly and more easily. However, this sometimes causes health issues. People may get less exercise if they always drive a car instead of walking or cycling to where they want to go.

Cars run on gasoline. When cars burn gasoline in their engines, they release pollution into the air. Cars have become a major cause of air pollution.

Cars can be dangerous. People may have accidents when they are driving.

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Part 2 READING: INFORMATIONAL TEXT
2.3 Intergration of Knowledge and Ideas

Name _____

Now answer the questions.

1. How are main ideas from the passages alike?

_____

_____

_____

2. How are supporting details from the passages alike?

_____

_____

_____

3. How are main ideas from the passages different?

_____

_____

_____

4. How are supporting details from the passages different?

_____

_____

_____

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Summative Assessment 3

Comparing Multiple Sources

Mastery = 15 points (80%)					
Scoring Rubric					**Points**
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Writes two sentences that identify how main ideas are alike	Selects characteristics that are not important or do not lead to insightful comparisons. Details may be vague, general, or non-existent rather than detailed	Selected characteristics that provided for a partial comparison of the texts. Details may be vague or general rather than detailed	Selected characteristics that provided for a meaningful comparison	Selected important features or attributes that provided insight into the texts being compared	
Writes two sentences that identify how supporting details are alike	Selects characteristics that are not important or do not lead to insightful comparisons. Details may be vague, general, or non-existent rather than detailed	Selected characteristics that provided for a partial comparison of the texts. Details may be vague or general rather than detailed	Selected characteristics that provided for a meaningful comparison	Selected important features or attributes that provided insight into the texts being compared	
Writes two sentences that identify how main ideas are different	Selects characteristics that are not important or do not lead to insightful comparisons. Details may be vague, general, or non-existent rather than detailed	Selected characteristics that provided for a partial comparison of the texts. Details may be vague or general rather than detailed	Selected characteristics that provided for a meaningful comparison	Selected important features or attributes that provided insight into the texts being compared	
Writes two sentences that identify how supporting details are different	Selects characteristics that are not important or do not lead to insightful comparisons. Details may be vague, general, or non-existent rather than detailed	Selected characteristics that provided for a partial comparison of the texts. Details may be vague or general rather than detailed	Selected characteristics that provided for a meaningful comparison	Selected important features or attributes that provided insight into the texts being compared	
				Total	/18