Curriculum Sample Template

Max. 8 Pages

Grade Level	2	**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 identify basic similarities in and differences between two texts on the same topic. The students will use their prior knowledge combined to complete these lessons.		
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. • Hands-On Project-Based Methods: Hands-On Project-Based Methods with tangible hands-on materials will be applied to relate the curriculum and standards to real life and make them functional. • 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: 2.RI.9 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Compare and contrast the most important points presented by two texts on the same topic.		
Materials/Resources Needed	Whiteboard, dry erase markers, index cards, pencils, text to text comparison worksheets, How a Seed Grows by Helene J. Jordan, From Seed to Plant by Gail Gibbons, Tulips by Cindy Grigg, Tulips by Faith Cormier all from the library of literature studies, community outing to city library		

* ***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 by engaging 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." The teacher will then review what informational text is and how to use text to text comparison to understand two text about the same topic. "We will use our knowledge of comparing and contrasting to do a text to text comparison on informational text. Informational text is text that informs or tells us about something. This means I will read aloud two books to you about plants since we are learning about them in science. Then we will compare and contrast the two books to review the main idea and details of them. So who can tell me what informational text is? How will we review informational text in the coming lessons?"	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 listen to the teacher to learn what their lessons will be about and retell the class what they will be doing.
2	The teacher will read aloud <u>How a Seed Grows.</u> The teacher will use direct instruction to then call on students using name sticks to retell the main idea and important details. "I will read you a book about plants, then you will retell the main idea and important details by writing them on an index card. We need at least 3 index cards" The teacher will then read aloud <u>From Seed to Plant,</u> and repeat the same activity. "Now I will read you another book about plants, 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 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 plants.

	the two books about plants."	
3	The class will go to the city library and look for informational text in pairs. The students will pick a book with the same topic as their partner at their own reading level. "For our community outing this week we will go to the library to get informational books for out next activity. You will work in pairs and you and your partner must pick the same topic. Please get books that are at your reading level." 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 text on the same topic? The teacher will use cooperate learning groups by saying, Now that we have completed some activities as a class you will now work in pairs to read two books about the same topic that you and your partner got from the library, then compare and contrast them. When you are finished we will share the answers to the class. Please turn in one copy with both your names on it."	The students will go to the library to pick out informational books with a partner. Once they have their books the students will work in pairs and read each other their books. They will then do a text to text comparison using the organizer provided. The students will share their comparisons with the class.
Summative Assessments	The teacher will remind students how to read informational text to complete a Venn Diagram. Then the teacher will read Tulips by Cindy Gregg and explain their next activity. "Information text informs or tells us about a topic. Look for the main idea and details of the stories in order to compare and contrast two separate text about the same topic. This will help you get a better understanding of the information and review both texts. You will listen to me read a book about Tulips. Then you will read a short information text independently about tulips. Last, you will compare and contrast the two text using the provided organizer. Please complete the assignment independently then turn it in."	Summative Assessment 1: Tulips comparison The students will listen to the teacher read a book then read a passage independently. They will complete an informational text to text comparison worksheet about tulips independently using at least 7 details from the story placing them in the correct area of the organizer. Summative Assessment 2: Students will read the two texts about small towns and complete a writing activity by writing sentences comparing and contrasting the most important point presented. Summative Assessment 3: Potbellied pigs Students will use the information in the two texts and complete a writing activity by writing sentences comparing and contrasting the most important point presented.
	The teacher will provide accommodations to those who are below grade level.	Students who are below second 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% of the 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: The students will listen to the teacher read a book then read a passage independently. They will complete an informational text to text comparison worksheet about tulips independently using at least 7 details from the story placing them in the correct area of the organizer.

Text to Text Worksheet: 8 points; Mastery = 80% = 6.5 points

Tulips
by Faith Cormier
What is your favorite type of flower? Some people like roses.
Other people like daffodils or daisies. I think the most beautiful
kind of flower is the tulip.
Tulips don't grow from seeds. They grow from bulbs buried
under the soil. I plant them in the fall. In the spring, the flowers
bloom.
Tulips come in many colors, like red, white, yellow, purple
and pink. Some are all one color. Others are striped and have
more than one color. Still others look like they were dipped in
paint.
Some tulips have petals with
smooth edges. “Parrot tulips” are fun
flowers because have edges that
look like feathers.
Tulips grow in many places. Some
cities have a tulip festival every year.
The tulips’ bright colors are a sure
sign of spring.
Super Teacher Worksheets - www.superteacherworksheets

Scoring rubric – Summative Assessment 1

Tulips – Text to Text Comparison

Mastery = 6.5 points = A student needs to earn 6.5 points to be considered to have mastered the assessment standard.				
Criteria				**Points**
	1	**2**	**3**	
Name on paper	First name Only	Full Name	N/A	
Placement of "similar" key details in diagram	Student places one to two similar key details in appropriate diagram space.	Student places two to three similar key details in appropriate diagram space.	Student places four to five similar key details in appropriate diagram space.	
Placement of "different" key details in diagram	Student places two to three different key details in appropriate diagram space.	Student places four to five similar key details in appropriate diagram space.	Student places five to six similar key details in appropriate diagram space.	
			Total	*/8*

Answers for text to text on Tulips

Tulips by Faith Cormier	Both	Tulips by Cindy Gregg
Some petals look like feathers	Grow from bulb	Bulb looks like an onion
Some cities have tulip festivals every year	Bloom in the spring	Bulb stores food for the plant
	Planted in the fall	Have broad waxy petals
	Come in many colors	Some petals are pointed
	Sign of spring	

Name: _____ Date: _____

Skill Focus: Compare and Contrast, Text to Text Relationship

Using two texts that you have read, think about how the story elements or information are the same and different. Use this information to list details that are <u>different</u> for Book One in the Book One box; list details that are <u>different</u> for Book Two in the Book Two Box, and list details that are the <u>same</u> in the box Found in both box..

Text to Text Comparison Chart

Book one:

Found in both

Found in both

Book two:

Summative Assessment 2: complete a writing activity writing by writing sentences comparing and contrasting the most important points presented.
Total points - 10 points
Mastery = 80% = 8 points

Small Towns

Mastery = 8 points - A student needs to earn 8 points to be considered to have mastered the assessment standard.					
Criteria					**Points**
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Writes one sentence on the way the selections are the same	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 one sentence on the way the selections 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	/10

Summative Assessment 3:

Directions: Read both texts below, which are about having potbellied pigs as pets. Students will use the information in the two texts and complete a writing activity comparing and contrasting the most important point presented

Article 1: "Many people have taken potbellied pigs as pets in recent years. One of the reasons for this is their intelligence. Potbellied pigs are good natured and sensitive animals and can make excellent pets. They can be house trained like dogs, but you have to be careful not to hurt their feelings because they are so smart. Potbellied pigs don't often become sick, but they can catch pneumonia from stress or cold weather. Many people who are allergic to dogs and cats are not allergic to pig's hair, which makes potbellied pigs a good choice for those who want a pet other than a cat or dog. Anyone considering a potbellied pig as a pet should contact their local animal shelter or humane society."

Article 2: "Potbellied pigs have become popular pets in the last few years. They are the fourth smartest animals on Earth, after humans, monkeys, and dolphins. Potbellied pigs that are kept as house pets need a lot of time and love, since they can become bored easily. They can be trained to go outside to use the bathroom, but they also like to dig holes in the ground when in the yard. Potbellied pigs enjoy excellent health and rarely become sick. When they do become sick, finding a vet who cares for pigs is difficult and can be expensive. If you do want a potbellied pig as a house pet, consider adopting a homeless pig instead of buying one from a breeder or pet store."

Summative Assessment 3:Pot Bellied Pigs

Mastery = 8 points - A student needs to earn 8 points to be considered to have mastered the assessment standard.					
Scoring Rubric					**Points**
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Writes one sentence on the way the selections are the same	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	
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				Total	/10