Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	5	**Content Area**	Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Author's purpose for Informational text, Expository Text as pertaining to informational text, Using graphic organizer as a comprehension strategy, Students know the text structures, student know how to write a compare/contrast paragraph.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	Pensar Academy utilizes a Blended Learning (BL) educational model that includes Direct Instruction (DI), Small Group Intervention, and Projects Based Learning (PBL) for students to achieve mastery of the Arizona College and Career Readiness Standards (ACCRS). Lessons are comprised of the 21st century skills of critical thinking, collaboration, communication, and creativity. Pensar Academy ensures that all students can reach mastery through the use of Universal Design for Learning (UDL) in the preparation of lessons that incorporate multiple learning styles, such as visual, auditory, tactile and kinesthetic. Pensar Academy's rotational model has embedded Response to Intervention (RTI) logistics to ensure that students who did not meet mastery are provided intervention immediately following the lesson to increase their understanding of the material. Students who are at the mastery level (a minimum of 80%) after the direct instruction will have the opportunity for enrichment through the use of Study Island and teacher constructed online learning activities. All students will apply learned content and skills learned through this rotational model in PBL extension periods. These components ensure that, at Pensar Academy, will students receive an individualized education comprised of 21st century skill building and optimal success in surpassing the ACCRS.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	5.RI.5- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Computer, Projector, Document Camera		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the*

	strategies to specific component(s) or content/skill(s) of the Required Standard/component.	*Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Objectives:** Teacher will state the objective: Students will be able to (SWBAT) read two or three texts: • decide if the author used the same or different text structure. • compare and contrast the overall structure using a graphic organizer. **Anticipatory Set (AS)**: Cooperative (Mix & Match) game to review the text structures (chronology, comparison, cause/effect, and problem/solution). Teacher will tell the students to "mix" and "match." **Teacher Model/Inquiry:** The teacher will show the two texts under the document camera. Teacher will model identifying the text structure on each piece of text based on signal words and contexts. Teacher will model comparing and contrasting the type of text structure being used in the two passage by using a graphic organizer (Venn Daigram). **Guided Practice:** Teacher will ask students to summarize the steps in cooperative group. Teacher will hand out two text that are similar to the examples used during the model. Teacher will have students in groups **Check for Understanding**: Teacher will show two short text under document camera. Teacher will ask students to compare and contrast the overall structure by writing on their whiteboards using the graphic organizers. **Independent Practice:** Students will be given five pieces of text. They will decide which text structure is being used by the author. Students create a graphic organizer to compare the overall structure being used. Students will need to get 4 out of 5 (80%) to achieve mastery and move into the extension. **Closure:** Teacher will have students summarize their learning to their partner. After the partner activity the teacher will call on random groups to listen to their summarizations.	**Objectives:** Students will state the objective to their partner. **Anticipatory Set (AS)**: Mix and Match. Half the student will have short passages varying in the text structures printed on cards. The other half will have notecards with the text structures. Students will walk around and "mix." Student will match up with their card with another student with a corresponding card when directed. **Teacher Model/Inquiry:** Students will listen to teacher and other students read the text. Students will watch teacher identify the text structure. Students will listen to teacher's explanation for the text structure and creation of the graphic organizers. Students will have the two text and the graphic organizer to copy the example for their notebooks. **Guided Practice:** Students in groups of two will summarize the steps. Student A will have 30 seconds. Student B will have 30 second to summarize student A's response and agree or disagree with a justification statement. In groups of two students will decide which text structure the author used. They will decide if the same text structure was being used. Students will write an explanations describing the overall text structure to explain that they understand which text structure is being used. Students will use a graphic organizer to compare and contrast to text structure being used for both texts. **Check for Understanding**: Students will draw the graphic organizer on their whiteboard with the name of their two text. Students will complete the organizer. They will show board to teacher. **Independent Practice:** Students will complete the independent practice. **Closure:** Partner B will have 30 seconds to summarize their learning to partner A. Student A will add on to what student B stated for 30 seconds. **Small Group Re-teaching:** Students who did not achieve mastery of 80% will attend a small group session with the teacher. **Extensions:** Students will use the computer program Study Island to complete questions to the standard.
2	**Objectives:**.Teacher will state the objective to students- SWBAT identify events, ideas, concepts, and information from a text. **Anticipatory Set (AS)**: Teacher will have students discuss information they can get from text. After the rally robin activity the teacher will have each group of two state one type generated. Teacher will write the items generated on the board. **Teacher Model/Inquiry:** Teacher will have a piece of text under the document camera. The teacher will model identifying the each type of information within the text. For example events will be highlighted in blue and ideas highlighted in yellow.	**Objectives:** Students will state the objective to their partner. **Anticipatory Set (AS)**: In groups of two students will use rally robin (1 minute) to brainstorm types of information that they can get from text. Students will give one idea generated in the rally robin activity to the teacher when requested. **Teacher Model/Inquiry:** Students will be listening and watching the teacher during the model. They students will highlight their copy of the text. **Guided Practice:** In groups of two students will identify the event, ideas, concepts, and information from the text. They will use the designated colors used in the model.

	Guided Practice: Teacher will give the students similar text to identify events, ideas, concepts, and information from the text. The teacher will tell students to use the designated colors from the model. Teacher will monitor the students work while they work in groups of two. **Check for Understanding**: Teacher will have a similar text under the document camera. Teacher will point to a statement in the text and have the students identify if it is an event, idea, concept or information from a text. **Independent Practice:** Students will be given two text. Each text will have five statements to highlight to the corresponding color to identify to type. Students will need to get 8 out of 10 (80%) correctly identified statements to achieve mastery and move into the extension. **Closure:** Teacher will put 2 cognitive closure questions on the overhead. Teacher will collect the cards at the end of class. 1. How can I use this information in Science and Social Studies? 2. How would I teach this lesson to a friend? **Small Group Re-Teaching:** Teacher will have the text cut into sections for each statement that pertains to event, ideas, concepts, and information. The teacher will model sorting a few into categories. For example, a statement that is an event will be placed into the event category.	**Check for Understanding**: When the teacher points to a statement in the text the students will put up one finger for event, two fingers for idea, three fingers for concepts, and four fingers for information. **Independent Practice:** Students will correct the independent practice. **Closure:** Students will select one of the cognitive closure stems. They will write their answer on a notecard to be given to the teacher. **Small Group Re-teaching:** Student who did not achieve mastery will attend a small group session with the teacher to complete a concrete activity. Students will sort the statements into categories. **Extensions:** Students who achieve mastery will use the computer program Study Island to complete additional questions pertaining to the standard.
3	**Objectives:**. Teacher will state objective SWBAT identify the graphic organizer that best shows how a passage is organized. SWBAT write the statements (events, ideas, concepts and information) to complete the graphic organizer. **Anticipatory Set (AS)**: Cooperative (Mix & Match) match the text structures and the graphic organizer. (Chronology, comparison, cause/effect, and problem/solution). Teacher will tell the students to "mix" and "match." **Teacher Model/Inquiry:** Teacher will show a short text and the corresponding graphic organizer under the document camera. Teacher will ask students if they believe the text and the graphic organizer corresponds. Teacher will have students explain their reasoning. Teacher will use correct examples and non-examples. Teacher will model writing the events, ideas, concepts, and information into the graphic organizer. Teacher will model their thinking out loud so they students understand the process. **Guided Practice:** Teacher will assign the students into groups of two. The teacher will monitor student work during guided practice. Teacher will give the groups different text to decide the graphic organizer and complete the graphic organizer. There will be 6 different short text with a variety of text structures. **Check for Understanding**: Teacher will collect the guided practice graphic organizers that were completed. Teacher will select 4 to show the students under the graphic organizers. Teacher will show each one under the document camera. Teacher will tell students to put their "thumbs up" if they agree that the correct graphic organizer was selected to organize the text and if the corresponding	**Objectives:** Students will state the objectives to their partner. **Anticipatory Set (AS)**: Half of the students will have cards with the text structure stated. The other half of students will have cards with the graphic organizers. Students will walk around the room when "mixing." When the teacher states match, they will find their match. For example, the venn diagram will find the student with the card that state compare/contrast. **Teacher Model/Inquiry:** Students will look at the text and the graphic organizer under the document camera. Students will decide if they are appropriately matched. Students will give their explanation to teacher when asked. Students will listen to teacher's model of writing in the event, ideas, concepts, and information into the appropriate graphic organizer. Students complete their graphic organizer to look like the teachers. **Guided Practice:** Students will be given a text. In groups of two they will decide the corresponding graphic organizer and write in the statements to complete the graphic organizer. **Check for Understanding**: Students put their "thumbs up" if they agree that the correct graphic organizer was selected to organize the text and if the corresponding graphic organizer was complete correctly. "Thumb down" if they do not agree. Students will state rationale for their decision when asked by teacher. **Independent Practice:** Students will complete the independent practice.

	graphic organizer was complete correctly. “Thumb down” if they do not agree. Teacher will ask students for rationale for their decision. **Independent Practice:** Students will be given five short text. They will select the appropriate graphic organizer that corresponds to the text. They will write the event, ideas, concepts, and information into the appropriate sections of the graphic organizer. Students will need to get 4 out of 5 (80%) to achieve mastery and move into the extension. **Closure:** Teacher will have students summarize their learning on a post-it note. **Small Group Re-Teaching:** Teacher will show students how to cut out the statements that are the event, ideas, concepts and information. The teacher will model gluing the statements into the appropriate sections of the graphic organizers.	**Closure:** Students will summarize their learning on a post=it note and give to teacher and end of class. **Small Group Re-teaching:** Students who did not receive an 80% on the will attend a small group session with teacher. Students will select statements that are cut out from the passage and glue them into the appropriate section of the graphic organizer. **Extensions:** Students who achieve mastery will use the computer program Study Island to complete additional questions pertaining to the standard.
4	**Objectives:**. Teacher will state objective SWBAT compare and contrast the events, ideas, concepts, and information from two text **Anticipatory Set (AS)**: Teacher will review if statements are event, ideas, concepts or information from the text with students using whiteboards. Teacher will point to a statement in the text. **Teacher Model/Inquiry:** Teacher will show two text under the document camera. The teacher will identify the events, ideas, concepts, and information by highlighting in their assigned color. Teacher will model comparing and contrasting the event, ideas, concepts, and information from both text. Teacher will model finding if both text has the same or different ideas. Teacher will model using the compare and contrast graphic organizer for the two text. **Guided Practice:** Teacher will show two text under the document camera. They teacher will ask guiding questions to the students such as “Which statement is an idea.” “Which two concepts are being discussed in the texts.” “Are the two concepts the same or different?” **Check for Understanding**: Teacher will have students orally state how they know the guided practice is correct. **Independent Practice:** Student will have two text to compare and contrast using a graphic organizer. Students will identify the events, ideas, concepts, and information and compare the statements from the two text. For mastery students will need to correctly compare and contrast 80% of the statements from the two texts in a graphic organizer. **Closure:** Teacher will have students summarize their learning on a post-it note. **Small Group Re-teaching:** Teacher will reteach the lesson with similar text.	**Objectives:** Students will state the objective to their partner. **Anticipatory Set (AS)**: Teacher will point to a statement in a text and for students. Student will write if the statement is an event idea, concept, or information on their whiteboards and show teacher. **Teacher Model/Inquiry:** Students will listen to teacher. Students will highlight their text. Student will complete the graphic organizer to compare and contrast the two text. **Guided Practice:** Students will answer questions posed by the teacher. Students will be completing the highlighting of their text. Students will answer questions to complete the graphic organizer to compare and contrast the two text. **Check for Understanding**: Students will answer teacher’s questions. **Independent Practice:** Student will complete the independent practice. **Closure:** Students will summarize their learning on a post-it note and give to teacher and end of class. **Small Group Re-teaching:** Students who did not receive an 80% on the will attend a small group session with teacher. **Extensions:** Students who achieve mastery will use the computer program Study Island to complete additional questions pertaining to the standard.
5	**Objectives:** Teacher will state objective- SWBAT write a compare and contrast paragraph on the events, ideas, concepts, and information from two texts. **Anticipatory Set (AS)**: Teacher will review previous learning of how to write a compare and contrast essay using round robin cooperative activity. Teacher will show a picture of a killer whale and a picture of a polar bear. As students state sentences for the paragraph, the teacher will be writing them on the board. **Teacher Model/Inquiry:** Teacher will model writing a compare/contrast paragraph of two text. One text will be on Killer Whales and the other on Polar	**Objectives:** Student will state the objective to their partner. **Anticipatory Set (AS)**: Teacher will call on random students to orally state sentences that are used in the compare and contrast paragraph about the killer whale and polar bear. **Teacher Model/Inquiry:** Students will listen and watch the teacher. Students will write the teacher’s example into their notebooks. **Guided Practice:** In groups of four assigned by the teacher. The students will have two text to write a compare and contrast paragraph together.

	Bears. Teacher will model identifying the events, ideas, concepts, and information from the text and formulating the information into sentences that compare and contrast for the written paragraph. **Guided Practice:** Teacher will assign students into groups of four. Teacher will monitor student's group work. Teacher will answer clarifying questions as needed. **Check for Understanding**: Teacher will show two paragraphs written by the groups under the documents camera. **Independent Practice:** Teacher will give students two text to compare and contrast. Teacher will show the rubric (the rubric is in summative item #1) to students and explain scoring and that a 3 is needed to be considered at mastery. Teacher will grade each student when they are done and show them there rubric score. **Closure:** Teacher will put 2 cognitive closure questions on the overhead. Teacher will collect the cards at the end of class. 1. How can I use this learning in Science and Social Studies? 2. How would I teach this concept to a friend? **Small Group Re-teaching:** In a small group the teacher will reteach the lesson in a similar manner as above.	**Check for Understanding**: Students will read the paragraphs under the document camera. Students will answer teacher's questions about if the paragraph is written correctly using the text structure compare and contrast for the two text events. Ideas, concepts, and information. **Independent Practice:** Students will complete the graphic organizer. When completed the students will show teacher. Students will see how it is graded with the rubric. **Closure:** Students will select a sentence stem. They will write their response in their notebook. **Small Group Re-teaching:** Student who did not achieve mastery (3 on rubric) will attend a small group session with the teacher. **Extensions:** Students who achieve mastery will use the computer program Study Island to complete additional questions pertaining to the standard.
6	**Projects Based Learning Component** IWBAT create a presentation of information from the American Revolution using text structures, graphic organizers, and passages Teacher will explain to the students the project that they will be completing during the PBL portion of their schedule in groups of four. Teacher will explain the grading rubric, components, and expectations of the project. Students will be using information from the Social Studies unit on the Western Expansion to complete this project. Students will be completing sections of the project during the previous five steps. The teacher will ensure that the students are completing sections that they have the mastery to understand. Teacher will be available to assist students as they complete the project. The teacher will meet with the group periodically throughout the class sessions dedicated to the project. Each day the teacher will help the students determine goals of task to complete by the end of class. The teacher will assist students in finding the passage and/or generating their own. The teacher will monitor work and pull students into small groups for re-teaching of material as needed.	**Projects Based Learning Component** Students will be creating a brochure The project will incorporate the following components: They will research and find text via the assigned internet sites. They will find passages on: 1. The Oregon Trail and Trail of Tears 2. Oregon Treaty and Louisiana Purchase 3. Battle of the Alamo and The Mexican-American War 4. Pacific Railroad Act and Homestead Act Each section of the brochure will contain a paragraph that compares and contrast the overall structure and the events, ideas, concept and information.
S.A.		
	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed	For a student to be at mastery of the overall standard they will need to get a 3 on the summative item #1.

	independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.	S.A. items assesses the student's mastery of comparing and contrasting the overall structure of events, ideas, concepts, or information in two or more text. The students will read a passage and generate a written response to be graded on the rubric. Items #2-4 are using the same passage to answer multiple choice answer. Pensar Academy requires 80% to demonstrate mastery. Items #1-4 are worth a total of 16 points. Students will need to get 13 points out of 16 to be at mastery of 80% or higher. Item# 1 is worth a total of 8 points. If a student get a 3 for the rubric score they will receive 6 total points or the item. Items #2,3, and 4 are worth two point each. Students will need to correctly answer the question to receive the 2 points. This assessment will occur at the end of the unit.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1- Student will be scored on a rubric to establish overall understanding of the standard. Student will need to get a 3 for their rubric score.

Directions: Read both passages. Write a compare and contrast the overall structure of the ideas in both texts. This means to determine and explain the similarities and differences in the text structures (e.g. chronology, comparison, description, cause/effect, problem/solution) that are used to explain the ideas in both texts. (8 points)

Animal Adaptations

Claws and fangs are not the only features that enable many animals to survive, sometimes behaviors do too. Many animals are equipped with both physical and behavioral adaptations. An adaptation is a physical feature or behavior that assists an animal in survival. Speed and agility are some of the main weapons that mice have to protect themselves from predators. Their lightning speed makes them difficult to catch. This enables them to outwit their pursuers. Keen eyesight is a physical adaptation that is key to the survival of eagles. Humans can only see larger objects at far distances. An eagle's ability to locate prey from great distances and sharp talons are excellent weapons for survival. Although physical adaptations are helpful, some animals have behaviors that assist them too. Monarch butterflies are not equipped to survive harsh northern winters so they migrate south at the beginning of autumn. Many polar animals migrate into warmer climates during cooler seasons.

Plant Features

Plants have a way of surviving in their environments. Desert plants are just one example. Their roots enable them to survive months without rainfall. Since their roots are shallow, desert plants are able to quickly absorb the little rainfall that occurs in the desert. The thick waxy skin of the cactus plant is also a key feature for living. This feature prevents cactus plants from drying out in the intense heat. Sometimes plant features enable their offspring to survive the process of transforming from seed to plants. Seeds need ideal conditions in order to grow. Just the right amount of sunlight, nutrient rich soil, and water is needed for this process to occur. First, a seed needs to be able to find soil. The fluffy exterior of the seeds of a cottonwood tree enable these seeds to take flight on a windy day. With the ability to spread its seeds around, a cottonwood tree is able to provide its seeds with an increased chance of finding soil and transforming from seed to tree.

Written Response Rubric

ELA Standard RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

1 Emerging	2 Approaching	3 Mastery	4 Exceeding (above Mastery)

The student is not able to determine the overall text structure.	The student partially determines the text structure and provides a partial comparison of both texts.	The student is able to determine the text structure and uses this knowledge to compare the overall structure of events, ideas, concepts, or information in two or more texts with gaps.	The student is able to determine the fact that both texts use description text format. Details from both texts are stated to support this idea. The student also states differences between both texts.

Directions Item #2-4: Think about what you have read. Answer the questions below. The questions are for the passages Animal Adaptations and Plant Features used above in item #1

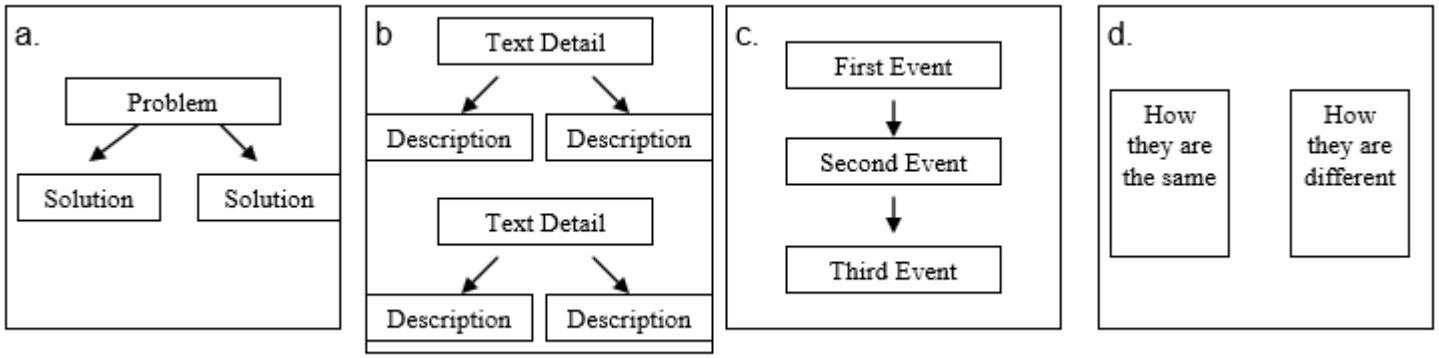
Item #2. What ideas or concepts are true for both passages? a. Desert plants have the ability to survive in extremely hot places. b. Keen eyesight is an important physical feature that eagles possess. c. Many living things have features or behaviors that enable survival. d. The most important adaptation is the ability to hide from predators. (2 points)

Answer: C

Item #3. How are the passages different? a. One passage is about the importance of claws and the other passage is about the features of cactus plants. b. One passage is about animal adaptations and the other passage is about plant adaptations. c. One passage is about life in the desert and the other plant is about eagles. d. One passage is about adaptations and the other passage is about migration. (2 points)

Answer:B

Item #4. The two passage Animal Adaptions and Plant Feature. Which graphic organizer below best shows how both passages are organized? (2 points)



Answer:B