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

Grade Level	4	**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 will understand that narrative and expository have different organizational structure and purpose		
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.*	4.RI.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Computers, 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 strategies to specific component(s) or content/skill(s) of the Required*	**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 Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*

	Standard/component.	
1	**Objective:** IWBAT (I will be able to…) identify the text structure sequencing by highlighting signal words. IWBAT brainstorm situations that are using the text structure sequencing. IWBAT explain why the situation is sequencing. IWBAT decide if a situations or ideas is sequencing by holding up a yes or no card. **Anticipatory Set (AS)**: Teacher will have students write out their morning routine in steps. Teacher will have student tell each other their morning routine. **Teacher Model/Inquiry:** Teacher will say her/his routine to students using the signal words (first, then, next, after, beforehand) associated with the text structure sequencing. The teacher will read two other students morning routine. Teacher will insert signal words as needed. Teacher will direct students to work in group of three to determine the aspect of the teacher's scenarios that made it the text structure sequencing. Teacher will walk around and listen to the student's discussion. Teacher will have students share their findings. **Guided Practice:** Teacher will have students brainstorm in whole group different situations that the text structure sequencing can be used. Ex: recipes, chronological, directions, timeline etc. Teacher will show students a piece of text that using sequencings. Teacher will hand out the post-it notes. **Check for Understanding**: As ideas of stated from the post-it notes that were collected, the students will have yes and no cards. The teacher will have the student show the yes or no card to see if they understand the concept. The teacher will make sure to also include non-examples. **Independent Practice:** Students will be given five pieces of text. They will decide if they are sequence or not. Students will write a justification statement for their answer. Students will need to get 4 out of 5 (80%) to achieve mastery and move into the extension. **Closure:** Teacher will have students to pair-share to summarize their learning. **Small Group Re-teaching:** Teacher will use visual strategies such as a flow map and timeline to develop the conceptual understanding.	**Objective:** IWBAT describe the text structure sequencing **Anticipatory Set (AS)**: Students will have two minutes to write down their morning routine. They will verbally tell each other the morning routine. **Teacher Model/Inquiry:** Student will listen to teacher. Student in groups of three will discuss for three minutes the components that made it the text structure sequencing. Student will write at least three ideas on a piece of paper. **Guided Practice:** Students will write down three ideas on post-it notes. The teacher will collect the post-it notes. The list of appropriate ideas will be written on the board. The list will be copied into the notebook. **Check for Understanding**: Teacher will read the ideas from the post-it notes. Student will listen and then put up either their yes or no card. Students will answer questions posed by teacher. **Independent Practice:** Complete the independent practice. **Closure:** In the pair-share group of two. Student A will summarize the text structure sequencing for 30 seconds. Student B will listen. At the conclusion of the 30 seconds, student B will agree or disagree with partner A with a justification explanation. **Small Group Re-teaching:** Students who did not reach mastery will attend a small group session with teacher will use visual strategies such as the flow map and timeline to develop the conceptual understanding of sequencing. Students will put their morning routine into a flow map with the signal words labeled above. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to sequencing.
2	**Objective:** IWBAT identify the text structure compare and contrast by highlighting signal words. IWBAT explain the components of compare and contrast. **Anticipatory Set (AS)**: Teacher will give the students cards with signal words for the text structure compare and contrast. **Teacher Model/Inquiry:** Teacher will show a passage under the document camera that is comparing and contrasting two leaders during the American Revolution. The teacher will model reading the passage and highlighting the signal words that indicate the text structure compare/contrast (both, similar, different, unlike, however). As the words are highlighted within the passage, a list will be generated on the board with the signal words sorted into two groups. Teacher will explain that components of a passage that is comparing and contrasting two or more battles. The teacher explains that the author used the signal words to let the audience know that they are comparing and contrasting. **Guided Practice:** Teacher will give the students another passage that is	**Objective:** Students will restate the learning objective to their partner **Anticipatory Set (AS)**: For two minutes, the students will sort the note cards into groups that correspond to compare and contrast. For example, similar is in the compare group and different is in the contrast column. **Teacher Model/Inquiry:** Student will highlight the signal words as the teacher does. The students will create a list in their notebooks of signal words that the teacher wrote on the board. **Guided Practice:** In groups of two the student will use do this activity to identify the signal words. Each student will take a turn to highlight the signal word for the text structure compare/contrast. **Check for Understanding**: Students will put a thumb up for "yes" it is a signal word or thumbs down for "no" it is not a signal word. **Independent Practice:** Complete the independent practice. **Closure:** Students will select one of the three sentence stems. They will have two minutes to write their response. After the two minutes the students will

	comparing and contrasting two battles in the American Revolution. The teacher will monitor work as students complete the activity. **Check for Understanding**: Teacher will put passage under the document camera. Teacher will point to random words within the passage. The students will use thumb up/down to tell the teacher if it is a signal word for compare/contrast. **Independent Practice:** Students will have a passage that is comparing and contrasting the American and British soldier's uniforms during the American Revolution. The passage will have 10 signal words to identify. Students will need to get 8 out of 10 (80%) to achieve mastery and move into the extension. **Closure:** Teacher will put 3 cognitive closure questions of the overhead. 1. How does identifying the key word/ and or phrase connect to previous learning? 2. How can I use this information in Science and Social Studies? 3. How would I teach this lesson to a friend? **Small Group Re-teaching:** Teacher will use visual strategies such as the compare and contrast graphic organizer to develop the conceptual understanding of compare and contrast.	share with their partner. **Small Group Re-teaching:** Students who did not achieve mastery will attend a small group session with teacher. Visual strategies such as the compare and contrast graphic organizer to develop the conceptual understanding of compare and contrast. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to compare and contrast.
3	**Objective:** IWBAT identify the text structure problem cause and effect by highlighting signal words. IWBAT label cause and label the effect in the passage. IWBAT create a graphic organizer to show the effect and its cause. IWBAT decide if a passage is cause and effect with a justification statement. **Anticipatory Set (AS)**: Teacher will do a demonstration from Science. The teacher will light a tea candle and put a cup over the tea candle. The tea candle will burn out after about 10 seconds. The teacher will foster a conversation about what happened. The teacher will list on the board any cause and effect signal words that the students naturally use. **Teacher Model/Inquiry:** Teacher will explain cause and effect I pertains to the demonstration above. The teacher will give another scenario- The effect is that there are many rainforest animals become endangered or extinct with the cause being that the rainforest is being cut down to make various items (paper, lumber ect…). The teacher will use the cause and effect graphic organizer to give a visual representation. Teacher will put up a passage and will highlight the signal words that indicate that the author is using the text structure cause and effect. The teacher will show the students how to determine the effect (labeling in passage) and place it in the appropriate part of the graphic organizer as the same for the cause (labeling in passage). **Guided Practice:** Teacher will monitor student's group work. **Check for Understanding**: Teacher will collect a few of the student's passages with the written responses. The students will use thumb up/down to agree if the student's justification is appropriate. **Independent Practice:** Students will have 5 short passages. 3 will be cause and effect and the remaining two will not be. Students will state yes it is cause and effect or no it is not. Students will include a written justification for their	**Objective:** The teacher will call on random students to have them restate the learning objective. **Anticipatory Set (AS)**: Students will watch the demonstration. They will discuss with the class the observations made on the characteristics of cause and effect. Students will copy down the list generated. **Teacher Model/Inquiry:** Students will copy down the graphic organizers that the teacher put on the board. Student will highlight the cause and effect signal words within the passage and complete the graphic organizer. **Guided Practice:** In groups of two the students will look at two passages about the rainforest. One of the passage will be a cause and effect and the will be the text structure descriptive. The students will highlight the signal words for the text structure cause and effect. Students will select the passage that is cause and effect. The students will generate a written response for their reasoning. **Check for Understanding**: Students will put a thumb up for "yes" it is a signal word or thumbs down for "no" if the justification is appropriate. **Independent Practice:** Complete the independent practice. **Closure:** Students will be assigned one of the three sentence stems. They will have two minutes to write their response. After the two minutes the students will share with their partner. **Small Group Re-teaching:** Students who did not reach mastery will attend a small group session with teacher Visual strategies such as the cause and effect graphic organizer to develop the conceptual understanding of this text structure. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to cause and effect.

	decision. 80% needed to be at mastery. **Closure:** Teacher will put 3 cognitive closure questions on the overhead. 1. How does identifying the key word/ and or phrase connect to previous learning? 2. How can I use this information in Science and Social Studies? 3. How would I teach this lesson to a friend? **Small Group Re-teaching:** Teacher will use visual strategies such as the cause and effect graphic organizer to develop the conceptual understanding of this text structure	
4	**Objective:** IWBAT identify the text structure problem and solution by highlighting signal words. IWBAT label the problem and the solution in the passage. IWBAT create a problem solution graphic organizer using the information from a passage. **Anticipatory Set (AS)**: Teacher will show a brief video https://www.youtube.com/watch?v=NAth0JMZqUk of the problem of people in Africa not having access to clean drinking water. **Teacher Model/Inquiry:** Teacher will have the students watch this short video https://www.youtube.com/watch?v=P-PnCBQ60PA about problem and solution. Using a graphic organizer the teacher will record the stated problem and solution from the video. Teacher will pass out a passage that uses the text structure problem and solution. The teacher will highlight the signal words with generating a list for the students to copy into their notebooks. Teacher will model highlighting the problem and then the solution. The teacher will label each. Teacher will place the problem and solution in the appropriate location of the graphic organizers. **Guided Practice:** Teacher will monitor student's group work. **Check for Understanding**: Teacher will show and read short passages under the document camera. Teacher will have students use thumb up/down to determine if the passage is problem/solution. **Independent Practice:** Students will have 5 short passages. 3 will be problem/solution and the remaining two will not be. Students will state yes it is cause and effect or no it is not. Students will include a written justification for their decision. 80% is needed to be at mastery. **Closure:** Teacher will put 3 cognitive closure questions of the overhead. 1. How can problem and solution be used to solve social issues? 2. How can I use this information in Science and Social Studies? 3. How would I teach this lesson to a friend? **Small Group Re-teaching:**. Teacher will use visual strategies such as the problem- solution graphic organizer to develop the conceptual understanding of this text structure.	**Objective:** The teacher will call on random students to have them restate the learning objective. **Anticipatory Set (AS)**: Student will watch the video. The students will discuss the characteristic of this text structure problem/solution. **Teacher Model/Inquiry:** Students will copy down the graphic organizers that the teacher put on the board from the video. In the passage the students will highlight the signal word for the text structure problem and solution. Students will highlight and label the problem and solution from the teacher's example. Students will copy the generated list into their notebooks. **Guided Practice:** Student will work in groups of two with a problem and solution passage about a social issue. Students will highlight the signal words and highlight and label the problem and solutions within the passage. Students will place the problem and solution in the appropriate location on the graphic organizer. **Check for Understanding**: Student will listen to the passage and **Independent Practice:** Complete the independent practice. **Closure:** Students will be assigned one of the three sentence stems. They will have two minutes to write their response. After the two minutes the students will share with their partner. **Small Group Re-teaching:** Students will watch this video https://www.youtube.com/watch?v=NAth0JMZqUk. Visual strategies such as the problem- solution graphic organizer to develop the conceptual understanding of this text structure. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to problem and solution.
5	**Objective:** IWBAT decide the text structure of a passage by identifying the signal words being used. IWBAT select the appropriate graphic organizer that matches the text structure of the passage. IWBAT complete the graphic organizer with the appropriate information from the passage. IWBAT explain why the author's purpose for using the text structure. IWBAT describe orally	**Objective:** The teacher will call on random students to have them restate the learning objectives. **Anticipatory Set (AS)**: Students will generate list in cooperative groups. They will have two minutes per text structure. Students will generate a written definition of each text structure to review their purpose.

	and in writing the overall organization of the text structure A**nticipatory Set (AS)**: Using cooperative learning structure students will generate list of signal words for each of the four text structures. Teacher will share the written definition for each text structure. **Teacher Model/Inquiry:** Teacher will model deciding the text structure after highlighting the words. Teacher will model thinking to match the signal words to the correct text structure. Teacher will model selecting the correct graphic organizer and filling in the appropriate information from the passage. Teacher will model writing a statement that explains the author's purpose for using the text structure in the given passage. Teacher will model writing a statement that describes the overall organizational components of each text structure. **Guided Practice:** Teacher will monitor student's group work. **Check for Understanding**: Teacher show two passages on the board with three multiple choice answer (ABC) that corresponds to guided practice activity. Teacher will have students go to the corner with the A, B, or C to show their answer. **Independent Practice:** Students will have 5 short passages with multiple choice answer that designate the text structure being used. 80% is needed to be at mastery. **Closure:** Teacher will put 3 cognitive closure questions of the overhead. 1. How text structures be used in all the content areas? 2. Which text structure do you use the most? Why? 3. A questions I have a text structures are? **Small Group Re-teaching:** Teacher will have students watch short videos that contain a text structure. The students and teacher will discuss the structure being used and create a graphic organizer.	**Teacher Model/Inquiry:** Students will watch and listen to teachers. The students will not need to take notes. The teacher will leave the example on the board for students to reference. **Guided Practice:** In groups of two, students will have four passages about battles from the American Revolution. Passage #1: comparing and contrasting the Boston Tea Party and the Boston Massacre. Passage #2: Problem and solution for medical needs on the battle field. Passage #3: Sequencing passage on the timeline leading up the American Revolution. Passage #4: Cause and Effect of the American Revolution. Students will identify signal words and decide which text structure corresponds to each passage. Students will explain their thinking for selecting the text structure in writing (one per group). Students will select the correct graphic organizer and write the information in the appropriate location of the graphic organizer. Students will write an explanation statement that tells the author's purpose for using that particular text structure. Students will write a statement to describe the overall organizational component of each text structures. **Check for Understanding**: Students will sit in desk and read the passage and select answer. Teacher will tell the students to go to the corner that corresponds to their answer. **Independent Practice:** Complete the independent practice. **Closure:** Students will be assigned one of the three sentence stems. They will have two minutes to write their response. After the two minutes the students will share with their partner. **Small Group Re-teaching:** Teacher will have students watch short videos that contain a text structure. The students and teacher will discuss the structure being used and create a graphic organizer. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to all four text structures.
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 American Revolution 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	**Projects Based Learning Component** Students will be creating a brochure (either by hand on a tri-fold display board, creating a powerpoint, designing a brochure on Microsoft Presentation, or other internet presentation generators such as Prezi or PowTown ect.)The project will incorporate the following components: 1. A timeline of the 10 most significant events of the Revolutionary War with a graphic organizer. The students can find a passage with this information or write their own passage from the events using sequencing words. 2. Compare and contrast: They can pick between two battles or two leaders. A graphic organizer will be included. The students can find a passage with this information or write their own passage from the events using signal words for compare and contrast. 3. Cause and Effect: Students can choose between The effects of the war on the American people or the effects of the war on the British people. A graphic organizer and a passage with this information or they can write their own passage from the events using signal words

	their own. The teacher will monitor work and pull students into small groups for reteaching of material as needed.	for cause and effect. 4. Problem and solution: Students will discuss that the American's problem was that they were paying a significant amount in taxes and were not represented. A graphic organizer will be created and a passage can be found or written that contains the signal words for problem and solution.
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 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.	The S.A. includes #1-4 will assess the students' abilities to describe the overall text structure of events, ideas, concepts, or information in a text or part of a text. 16 out of 20 total points will be needed for 80% which Pensar Academy considers mastery. Item #1 and 2 are worth 2 points each for correct answers. Item #3 and #4 are both scored on a rubric. The overall average score received will be doubled. For example, if they receive a 3.25 average on Item #4 they would receive 6.5 points.

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 and #2 (clearly identify answer key/scoring rubric, and acceptable score): (2 points each)

1 .I first walked with Sandy in the cypresses. Then, she invited me home one day to look at some orchids. That afternoon, we bumped along a rutted dirt road to her house. Finally, we reached the gate. The paragraph above is organized as:
A. Sequencing B. Narration 3. Cause and Effect D. Compare and Contrast

2. Riding on a motorcycle is not like riding in a car. A car has four wheels and a motorcycle has just two wheels, which makes tipping over easier. On a motorcycle, you can see everything around you better. This makes some people feel freer and more in touch with nature. In a car, you cannot see as much because you have a roof over your head. Being in a car is like being in a box. You are less protected on a motorcycle. A car's body can protect passengers better in a wreck. On a motorcycle, the rider can get hurt more easily if he or she crashes or falls. How is the text organized?
A. Problem and solution B. Cause and Effect C. Compare and Contrast D. Sequencing
Answer Key for Summative Assessment # 1. A 2. C * Items #1 and 2 are worth 2 points.

Summative Item #3 (clearly identify answer key/scoring rubric, and acceptable score): (8 points total)

The Differences Between Airplanes and Helicopters

Directions: Highlight the signal words in the passage. Select the text structure being used and explain. Draw the graphic organizer that is used for text structure that corresponds to the passage. Place the appropriate information into the graphic organizer.
For scoring students will receive a score for each criteria. The total for the area will be added and divided by four for an overall score. Your average score will be doubled for your overall grade on the assessment.

Many people like to travel to other places by air. Airplanes and helicopters are two ways people can travel by air. There are some differences between airplanes and helicopters.

The first big difference between these two air vehicles is their shapes and designs. An airplane's body is longer and has a wing on each side of its body. This makes an airplane

look like a large bird. A helicopter's body is rounder and has a propeller that turns above the body

Many travelers like to fly because it is faster. However, airplanes travel faster than helicopters and can hold more people. For this reason, airplanes tend to be a more popular way to travel. Many of the larger airplanes of large airline companies travel around 500 miles per hour. However, they slow down to about 150 miles per hour when they land. Helicopters are much slower. They can fly up to 350 miles per hour.

Another difference between airplanes and helicopters is the direction they go when they take off. Airplanes move forward. Because of this, they need more room to take off and land. Helicopters go straight up into the air and can move in any direction. They do not need as much room to take off or to land.

Airplanes and helicopters are important for air travel. Because of their differences, each one is used for different purposes.

Directions: The rubric below will be used grade summative assessment item #3.

4	3	2	1	Total in each area
Identified all the signal words that correspond to compare and contrast	Most of the signal words are identified. The student only identified signal words that correspond to compare and contrast	Some of the signal words are identified. The student identified some for compare and contrast. The student also identified words that are not signal words	None of the signal words are identified	
Selected the correct text structure of compare and contrast. Student could justify in writing or orally why it was compare and contrast	Selected the correct text structure of compare and contrast		Did not select the text structure compare and contrast	
Selected the appropriate graphic organizer. Student could justify in writing or orally why it was the correct graphic organizer for compare and contrast	Selected the appropriate graphic organizer		Did not select the appropriate graphic organizer	
All appropriate information in the correct locations on the graphic organizer	Most of the appropriate information in the correct locations on the graphic organizer. Student left out 1 or 2 pieces of information.	Some of the appropriate information in the correct locations on the graphic organizer. Student left out 3 or 4 pieces of information.	Student did not complete the graphic organizer or only provided 1 or 2 pieces of appropriate information.	
				Total score ____ / 4

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed): (8points)

Directions: Write an explanation that describes the overall organization structure. In the following criteria in your written answer: 1. Author's purpose 2. Situation for each text structure 3. Features to look for in each text structure. The rubric below will be used to grade .

For scoring students will receive a score for each criteria. The total for the area will be added and divided by three for an overall score. Your average score will be doubled for your overall grade on the assessment.

1. Describe the overall organization structure of sequencings?

2. Describe the overall organization structure of problem and solution?
3. Describe the overall organization structure of compare and contrast?
4. Describe the overall organization structure of cause and effect?

Criteria	4	3	2	1	Total in each area
Author's Purpose	Described the purpose for each of the 4 text structures	Described the purpose for 3 text structures	Described the purpose for 2 text structures	Described the purpose for each of the 0 or 1 of text structures	
Situations for each text structure	Identifies at least 4 situations for each text structure	Identifies at least 3 situations for each text structure	Identifies at least 2 situations for each text structure	Identifies o or at least 1 situation for each text structure	
Features to look for in each text structure	All of the 5 in their explanation • At least a list of for signal words for each text structure • Compare and contrast as at least two things • Problem and solutions are for solving issues • Sequencing is has at least a beginning, middle and end • Cause and effect- the effect is from the caused	4 out of 5 listed in the 4 category	3 out of 5 listed in the 4 category	2 or 1 listed from the 4 category	
					Total score ____ / 3