Curriculum Sample for 3rd Grade Reading

Grade Level	3rd	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days	**Time of Year**	3rd Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be expected to know sequences of actions. Students are expected to know how to explain the logical order of sentences/paragraphs. Students are expected to know different genres. Students are expected to know reading strategies (i.e. rereading, reading ahead, etc.) Students are expected to know how to write sensible sentences in chronological sequence.		
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.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities.		
Standard Number and Description *List the Number* and full description for the required Standard.*	3.RI.8. - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will be asked to complete a cause-and-effect chart ("T-Map") after reading a passage from a new story. Students will describe logical connections between particular sentences by identifying two examples of "causes" and two examples of "effects" after reading a passage. Students will also be asked to write causes in a sequence.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	There are two causes and two effects on the map (each worth 4 points). Students will reveal their understanding of the connection between specific sentences and paragraphs in writing. Students will write down "cause" and "effect" answers in complete sentences and put them in sequential order. Students will be scored 4 points per correct answer, with a total of 16; 13 points or higher = mastery which is set at 80%.		
Materials/Resources Needed	3rd Grade Teacher's Edition Journeys Volume 1 & 2. The story, *Roberto Clemente: Pride of the Pittsburgh Pirates* in the Matching Journey's 3rd grade student books. Two "T-Maps;" Scoring Rubric; Assessment, white board markers; white boards.		

Lesson (add as needed)	Instruction	Student Activities
1	The teacher tells the students they are going to learn how to identify and describe the logical connection between particular sentences and paragraphs in a text. The teacher states, "One example of this would be Cause and Effect. For example, in baseball, what would cause a team to win? The win would be the effect, but what would cause the team to win?" The teacher also explains another example of the effect being the crowd cheering which may be caused by an effect such as hitting a home run.	The students listen to the teacher's presentation. Students respond by raising their hand to answer that a certain play or plays would have caused the team to win. This is reinforced by the teacher as cause and effect. Cause: Winning play, Home run Effect: Team Wins, Crowd cheers
	The teacher asks the students to get a partner, a white board, and a dry-erase marker. The teacher writes the two words "cause" and "effect" on the board. The teacher asks the students to turn to a partner and define the words together. The teacher gives the students time to respond. When the time is up, the teacher asks each group to show their board and share what they wrote. The teacher gives immediate feedback whether the students correctly defined the word.	The students find a partner, and get a white board and a marker. Students discuss the definitions to the words "cause" and "effect" and write them on their white board. Students then share their definitions with the class.
	The teacher explains that the students are at school to learn and that the school is filled with examples of cause and effect. The teachers states, "For example, an effect would be the students learning about cause and effect. What would be the cause?" Students are then asked to come up with more examples of cause and effect within the school and work with a partner.	This is a humorous discussion on how cause and effect can be used in a sentence about a cause and effect. Students then continue to work on their whiteboards to determine more causes and effects at school and then share with the group. This allows the teacher to check for understanding on whether the students can describe the logical connection between particular sentences and paragraphs in a text.
	The teacher highlights to the students that the words result, because, consequently, and so tell readers about effects. The teacher states, "When I see these words, I know to look for causes. I see the word result here. As a result, the team may win	Students write these words in their notebooks as indicators that a cause is being presented.

	the game." The teacher then asks, "What causes the team to win? Maybe a home run. The teacher highlights that this is making a logical connection between particular sentences and paragraphs in a text.	
2	At the start of the 2nd lesson, the teacher reiterates that the students are learning how to identify and describe the logical connection between particular sentences and paragraphs in a text. The teacher then crumples up a piece of paper. Teacher asks, "What was that noise?" Teacher makes a flow chart on the board to show how the events are related (e.g. "Cause: Crumpling up a piece of paper. Effect: It made a crackling sound.") The teacher points out to the students how sometimes one event causes another event to happen. Teacher also notes, "The event that is the cause happens first in time. The event that is the effect happens as a result." Turn to a partner and come up with an example of this. The teacher emphasizes how noting cause-and-effect relationships can help the students logically understand when two or more story events are connected. The teacher instructs the students to share a real-life experience when one event caused another. Teacher instructs the students to write a flow chart on their white boards with "Cause" coming before "Effect." Discuss and display examples of the flow charts on the board. The teacher instructs the students to get out their reading books and turn to page 150. The teacher instructs the students to read the title and study the front cover. Next, Teacher asks if anyone has heard of Roberto Clemente. Teacher listens to responses and then emphasizes that this story	Students listen to Teacher's demonstration and explanation of cause-and-effect. Students raise their hands to answer and wait to be called upon. Students work with a partner to come up with a cause and effect example and then share with the group. Students use prior knowledge to remember times when one event resulted from another. Students write these two events down in the order of "Cause" and "Effect" on a flow chart on their white boards. Students read the title of the book, "Roberto Clemente: Pride of Pittsburgh Pirates." Students listen to the teacher's definition of Roberto

	is about Roberto Clemente who was a great baseball player who played for the Pittsburgh Pirates from 1955-1972. The teacher explains to the students that they are going to read this story aloud as a group, stopping occasionally to answer questions about the story. The teacher emphasizes to the students that they should look for causes and effects throughout the story that will allow them to describe the logical connection between particular sentences and paragraphs in a text.	Clemente. Students scan the story whilst reading for causes and effects and make notes to help them remember.
3	At the start of the 3rd lesson, the teacher reiterates that the students are learning how to identify and describe the logical connection between particular sentences and paragraphs in a text. The teacher tells the students, "Result is another word for effect. Clemente's hard work causes something to happen. Can you identify what happens?" After reading page 162, Teacher asks, "What is one way Roberto worked at becoming a better player?" Teacher waits for the right answer and has Students record it on their T-Maps. After reading page 164, Teacher asks, "Why did Roberto's batting improve in the spring?" The teacher waits for the students' responses and gives feedback to answers given. The teacher instructs the students to record the cause and effect on their T-Maps in the corresponding boxes. Teacher asks Why did Clemente's plane crash?" Teacher instructs Students to record this "cause" in the appropriate box, along with its "effect." The teacher asks the students, "What effect did Clemente have on the Pittsburg fans?" Then the teacher asks, "What was the cause	Students listen to the teacher. Students answer the Teacher's question regarding the effect of Clemente's hard work. The teacher leads the students to the answer that the Pittsburg Pirates beat the New York Yankees in the World Series. Students think about ways that Roberto worked at becoming a better player. Then they record their answers on their T-Maps. Students discuss this with a partner and then share their answers with the group when called upon by the teacher. Teacher leads the students to determine the batting improvement was the effect and the cause was that Roberto had been practicing hitting bottle tops which were much smaller than the baseballs. Students record their answers on their T-Map in sequential order.

	of this?" The teacher tells the students to write down their answer.	Students record their answers on their T-Map.
4	At the start of the 4th lesson, the teacher reiterates that the students are learning how to identify and describe the logical connection between particular sentences and paragraphs in a text. After reading through page 159, the teacher questions the students, "Why did the Pittsburgh fans check their scorecards? What effect did Clemente have on Pittsburgh fans?" The teacher passes out "T-Map: Cause and Effect." Students are instructed to write four sentences on their T-Map papers. The teacher reviews the students' responses whilst circulating and checking for understanding of the given standard The teacher then asks the students, "Why does the story say that the spirit of Clemente lives on?" Point out to the students that they will also record the "cause" and "effect" on the T-Map. The teacher discusses and reviews the T-Maps with the students The teacher discusses the entire causes and effects from the story, discusses them with the students, and then writes them all on the board in sequential order.	Students listen to the teacher. Students complete the T-Map based on the questions given by the teacher. This allows the teacher to check for understanding on whether the students can describe the logical connection between particular sentences and paragraphs in a text, in particular cause and effect. Students record their answers on the T-Map they have been using in sequential order. The students have a discussion with the teacher regarding all of the causes and effects they have found with the teacher writing them on the board. The discussion centers on how the students have learned how to describe the logical connection between particular sentences and paragraphs in a text using cause and effect.
5	Summative Assessment: The teacher hands out a blank T-Map and a passage. The teacher instructs Students to read the story and complete the T-Map below. The teacher emphasizes to Students to do their best and use their reading strategies because "This is a test." The teacher also points out to the students that he or she is looking for two "causes" and two "effects." The teacher instructs the students to turn in their papers in when they are finished.	Students read selection and underline key words or phrases. Students fill the two columns, "Cause" and "Effect" with two examples each. Students turn in papers when completed.

Summative Assessment:

Name _____Date _____

Directions: Please read the passage and fill in the T-Map on this page in sequential order using logical connections between particular sentences and paragraphs from the story.

Cause and Effect

The 1920s were a long time ago, but Babe Ruth is still remembered. Many people think that he was the greatest baseball player of all time.

He began his career with the Boston Red Sox as a pitcher. Soon, however, his batting skill became the focus of attention. He was traded to the New York Yankees in 1920, and his career as a home-run hitter took off. He hit 54 home runs that year. In 1927, he hit 60. That record lasted until 1961.

Perhaps his most famous moment came during the third game of the 1932 World Series against the Chicago Cubs. However, no one knows whether that moment ever really happened! Legend says that when Cub fans were yelling at Ruth, he pointed to center field. He hit the next pitch to the very place he'd pointed to. The ball sailed over the center field wall for a towering home run! Whether true or not, it's a great story (Houghton, Mifflin, Harcourt; Grade 3; Unit 1; p. 59.)

T-Map

Cause	Effect
1.	1.
2.	2.

Answer Key/Scoring Rubric:

Answer Key

Total of 16 points: 13 point or higher = mastery.

T-Map

Cause	Effect
1. Babe Ruth's batting skill was the center of attention. He hit more homeruns than any other player, and his record stood until 1961.	1. Babe Ruth is remembered as the best baseball player.
2. The Chicago Cubs' fans were heckling him during the 1932 World Series.	2. According to the legend, Babe Ruth pointed to center field and then hit a home run over the center field wall.

Scoring Rubric

Student's Name _____Date _____

*Each "Cause" and "Effect" is worth 4 points. With a total of 16 possible points, Students' mastery level is 13 points or more. Student's goal is to describe how reasons support specific points the author makes in a text.

Cause 1 _____/4

4 = Highly Effective	Student clearly gives facts about how Babe Ruth hit more home runs than any other player, and his record stood until 1961.
3 = Generally Effective	Student gives some information about Babe Ruth's record.
2 = Somewhat Effective	Student gives limited information about Babe Ruth's record.
1 = Ineffective	Student gives no information about Babe Ruth's record.

Effect 1 _____/4

4 = Highly Effective	Student clearly gives information that explains Babe Ruth is remembered as the greatest baseball player of all time.
3 = Generally Effective	Student gives information that states Babe Ruth was an important baseball player.
2 = Somewhat Effective	Student gives limited information that states how important Babe Ruth was to baseball.
1 = Ineffective	Student gives no information about Babe Ruth's worth in baseball.

Cause 2 _____/4

4 = Highly Effective	Student clearly explains that the Chicago Cubs' fans were heckling him during the 1932 World Series.
3 = Generally Effective	Student gives information about how Clemente was treated poorly.
2 = Somewhat Effective	Student gives limited information that states how Clemente was treated.
1 = Ineffective	Student gives no information that states how Clemente was treated.

Effect 2 _____/4

4 = Highly Effective	Student clearly explains that according to legend, Babe Ruth pointed to center field and then hit a home run over the center field wall.
3 = Generally Effective	Student states some information about Babe Ruth's famous homerun prediction.
2 = Somewhat Effective	Student states limited information about Babe Ruth's homerun.
1 = Ineffective	Student states no information about Babe Ruth's homerun.

Total Score ____/16

Points	Percentage
10	63
11	69
12	75
13	82 *mastery
14	88 *mastery
15	94 *mastery
16	100 *mastery

Students scoring a minimum of 13/16 will be judged to have mastered the standard.