Grade Level	**3rd Grade**	**Content Area**	**Reading**
Course Title (grades 9-12 Only)			
Length of Unit	**5 days**	**Time of Year**	**3nd Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		
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.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 3.RI.8. (2) Direct Instruction: instruction is teacher-led and driven. (3) Instruction in Small Class Size: 30-2 student-teacher ratio in grade 1-3. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) RTI & Differentiated Instruction: tier-2 and 3 students identified with DORA school-wide screenings and/or formative assessments. Tier-2 differentiated instruction takes place in small homogenous groups of 3 to 5 students using the RTI core curriculum (*SRA Reading Mastery, K-6*), and/or the RTI remedial curriculum *(SRA Early Interventions in Reading, K-3)* since the two curricula address the five major components of reading (comprehension, fluency, phonemic awareness, phonics, and vocabulary). Intensive instruction takes place 3x to 5x per week for 20 to 40 minutes with a focus on the three major components of reading where students are the most deficient. Differentiated instruction with scaffolding tools provides more teacher-student interaction (demonstrations, modeling with thinkalouds, teaching and re-teaching, visual aid presentations), frequent opportunities for student practice (pre-reading, guided reading, independent reading, extra-practices and summarizing,), and specific feedback (structured discussion and reflection) (Gersten et al., 2008). Tier-3 differentiated instruction is conducted one-on-one by the teacher aide, the special education teacher or by volunteers.		
Standard Number and Description *List the Number* and full description for the required Standard.*	3.R1.8. 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 demonstrate analysis of informational text by describing how the author uses the logical connections between particular sentences and paragraphs (as sequential/chronological, comparison, or cause/effect).		

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.*	The summative assessment will be scored using an answer key. Mastery is demonstrated with a score of 80% (9.6 pts) or above. Passing the test is achieved with a 70% (8.4 pts). A score of 12 points =100%. A score of 11 points = 92%. A score of 10 points = 83%. A score of 9 points = 75%. A score of 8 points = 67%. A score of 7 points = 58%.
Materials/Resources Needed	*Pearson Learning Core Knowledge History and Geography Grade 3* by E.D. Hirsch Jr. *SRA Early Interventions in Reading* teaching materials. Gersten et al., 2008. http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides/. World Book Encyclopedia on Ancient Rome. http://www.worldbook.com/content-spotlight/item/1127-world-book-explores-ancient-rome/1127-world-book-explores-ancient-rome?wbredirect=1.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Identify sequential/chronological connections between sentences and paragraphs in a text.** • Instruct students to look at pages 42-43 in the text. Ask students how they would determine what each section is about. Guide students to identifying text sections by looking at the sub-headings of each section. Ask students to identify the first section using the sub-heading and write it on the board ("Romulus and Remus"). • Read this section aloud as students follow along. Ask students to identify what this section is telling the story of. Remind students that even though the story of Romulus and Remus sounds like a fiction story, it is being given as information to help in understanding the origins of Rome. Ask students to think about what they know about fiction story patterns, and to identify the pattern of this text. Guide students to identify this as being a sequential pattern (first, second, third). • Ask students to retell the information from this text selection in sequential order and write their responses on the board. • Use the DORA screenings and/or formative assessments to identify at-risk students or those who just need extra time or assistance. These students are pooled in tier-2 and 3 RTI groups. Tier-2 students receive intensive small group instruction 3x to 5x a week for 20 to 40 min with *SRA Reading Mastery* core curriculum or with *SRA Early Interventions*	The students will participate in a discussion identifying sections of an informational text. The students will follow along quietly as the teacher reads aloud. The students will participate in a discussion identifying sequential connections within a text. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.

	in Reading remedial curriculum. Tier-3 students receive intensive individualized one-on-one instruction.	
2	**Day 2: Objective – Identify comparison connections between sentences and paragraphs in a text.** • Review previous day's lesson about sequential/chronological connections in informational texts using the example of the story of Romulus and Remus. • Read aloud from the second section, "The Early Years" as students follow along. Ask students whether this text selection is connected sequentially/chronologically. When students respond that it is not, ask them to think about how it is connected to the previous section. Guide students to identify that it is comparing the story of Romulus and Remus to the actual story of how Rome began. • Model the comparison by drawing a T-Chart on the board and asking students to give ideas to fill it in by citing the differences between the Romulus and Remus legend from the previous lesson, and the historical account. • The teacher and the teacher aide will provide at-risk students with small groups or with one-on-one differentiated instruction with scaffolding tools such as demonstrations, modeling with thinkalouds, structured discussions, pre-reading, re-reading, guided reading, extra-practices, summarizing, visual aids and visual presentations. Remedial instruction with *SRA Early Interventions in Reading* will also be available to tier-2 and 3 students.	The students will follow along quietly as the teacher reads aloud. The students will participate in a discussion identifying comparison connections within a text. The students will contribute to creating a T-Chart of ideas from the text. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.
3	**Day 3: Objective – Identify cause and effect connections between sentences and paragraphs in a text.** • Review previous days' lessons on sequential/chronological and comparison connections in a text. • Instruct students to reread the section "The Early Years" from the text. Ask students to look closely at the last paragraph in the section about Rome being ruled by kings. Ask students to identify the effect of the greedy kings on Rome. Guide students to identifying the effect as Rome creating a republic where people choose representatives to rule. • Ask students to look back in this same section and to identify what caused Romans to drive out the king and create a republic. Guide students to identify the causes as being too greedy. • Explain that informational text, such as this selection, can be connected through cause and effect.	The students will read independently from a grade level text. The students will participate in a discussion identifying cause and effect connections within a text. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.

	• The teacher and teacher aide will provide tier-2 and 3 students with differentiated reading instruction with scaffolding tools (ex. pre-reading, guided reading, post reading reflection or summarizing). If necessary, these students will also receive remedial instruction with *SRA Early Interventions in Reading.*	
4	**Day 4: Objective – Identify and describe the connections in a text as being sequential/chronological, comparison, or cause and effect.** • Review the previous days' lessons with students, reminding them that the connections within and between paragraphs can be sequential, comparison, or cause and effect. • Assign students to partners and have pairs work together to read pages 46-47. Ask students to work together to identify and describe how sentences in this section are sequentially/chronologically connected. Ask students to share their findings with the class. Correct responses will include a discussion of the story of Lucius at the beginning of the text selection. • Working with the same partner, have students review pages 46-47 and work together to identify and describe how sentences and paragraphs in this section are connected through comparison. Ask students to share their findings with the class. Correct responses will include a discussion of the comparison of Patricians and Plebeians. • Working with the same partner, have students review pages 46-47 and work together to identify and describe how sentences and paragraphs in this section are connected through cause and effect. • Ask students to share their findings with the class. Correct responses will include a discussion of how the Patricians were powerful and wealthy and the effect of this on Plebeian life. • The teacher and teacher aide will provide tier-2 and 3 students with differentiated reading instruction with scaffolding tools (ex. pre-reading, guided reading). If necessary, these students will also receive remedial instruction with *SRA Early Interventions in Reading.*	The students will work in pairs to read a grade level text. The students will work in pairs to identify the sequential/chronological, comparison, and cause and effect connects in a text. The students will participate in a class discussion. If needed, students will work one-on-one or in small group with the teacher aide to receive extra time or assistance.
5	**Day 5: Objective – Summative Assessment.** **Students will demonstrate analysis of informational text by describing how the author uses the logical connections between particular sentences and paragraphs (as sequential/chronological, comparison, or cause/effect).** • Provide students with the summative assessment and direct them to answer questions independently and submit their responses for scoring.	**Summative Assessment:** Students will work independently on the summative assessment provided by the teacher and answer the questions listed in the test. Students will submit their work to the teacher for scoring.

Summative Assessment

3.R1.8. Students will demonstrate analysis of informational text by describing how the author uses the logical connections between particular sentences and paragraphs (as sequential/chronological, comparison, or cause/effect).

1. Read the following passage on Ancient Rome and identify if the connection is sequential/chronological, comparison, or cause and effect (1 pt). Then explain why (1 pt).

The Romans were determined to win. First, they built warships and learned to fight at sea. Second, they trained tens of thousands of sailors to operate their warships. Third, they fought the Carthaginians for 23 long years. When the first Punic War was over in 241 B.C., the Romans were the winners.

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2. Read the following passage on Ancient Rome and identify if the connection is sequential/chronological, comparison, or cause and effect (1 pt). Then explain why (1 pt).

Hannibal still held a grudge against Rome. In 219 B.C., he attacked a town that was friendly with Rome. This attack started the Second Punic War.

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3. Read the following passage on Ancient Rome and identify if the connection is sequential/chronological, comparison, or cause and effect (1 pt). Then explain why (1 pt).

The Romans thought that no army would ever be able to cross the rugged Alps. However, they were wrong! It took 15 hard days, and Hannibal lost almost half his men, but the Carthaginians made it over the Alps and onto the Italian peninsula.

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4. Read the following passage on Ancient Rome and identify if the connection is sequential/chronological, comparison, or cause and effect (1 pt). Then explain why (1 pt).

In Ancient Rome, to become a senator, citizens had to follow a career path. The first step was serving as a military officer. The second step was to be elected as a financial official. The third step was to work as a public works

official. The fourth step was to become a magistrate. Finally, after serving as magistrates they automatically entered the Senate.

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5. Read the following passage on Ancient Rome and identify if the connection is sequential/chronological, comparison, or cause and effect (1pt). Then explain why (1pt).

The city of Rome was founded on seven wooded hills next to the Tiber River in central Italy. However, as Rome grew, much of the city moved in the swampy lowlands beneath the seven hills. These parts of Rome often suffered damaging floods from the Tiber. But the Tiber also provided a convenient route to the sea, which lay about 15 miles to the west.

There are two connections in this text.

Identify the first connection as sequential/chronological, comparison, or cause and effect (1pt). Then explain why (1 pt).

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Identify the second connection as sequential/chronological, comparison, or cause and effect (1pt). Then explain why (1 pt).

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Answer Key

1. This text is connected sequentially (1pt) with the use of “first”, “second”, and “third” (1pt).

2. This text is connected through cause and effect (1pt). It explains that Hannibal’s attack on a town friendly to Rome is what caused the Second Punic War (1pt).

3. This text is connected by comparison (1pt). It explains what Rome thought Hannibal would do, which would be to avoid crossing the Alps, and compares it to what he actually did which was to cross the Alps successfully and invade the Italian peninsula (1pt).

4. This text is connected sequentially (1pt) with the use of “first step”, “second step”, “third step”, “fourth step”, and “finally” (1pt).

5. This text has two different connections.

The first one is a cause and effect connection (1 pt) because “the city moved in the swampy lowlands beneath the seven hills” as a result of it growing too big for the seven wooded hills area (1 pt).

The second connection is a comparison (1 pt). The Tiber River on one hand created problems with the floods. On the other hand, it was a convenient route to the sea (1 pt).

Scoring:

Each one of the first four tests is worth 2 points. Test 5 is worth 4 points. The total number of points to be earned is 12.

Mastery is demonstrated with a score of 80% (9.6 pts) or above. Passing the test is achieved with a 70% (8.4 pts). A score of 12 points =100%. A score of 11 points = 92%. A score of 10 points = 83%. A score of 9 points = 75%. A score of 8 points = 67%. A score of 7 points = 58%.