Curriculum Sample Template

Max. 8 Pages

Grade Level	Grade Three	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	4 days (Assessment on day 5)	**Time of Year**	February
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	At this point in the year, students will have learned how to compare and contrast plot, setting, and characters within a single text and across multiple texts, to identify cause and effect relationships within texts and to sequence events within a story. Additionally, students will have developed a solid understanding of informational texts and text features. Students will have had multiple opportunities to apply these reading comprehension skills to texts. This prior experience will enable students to be successful at describing the logical connections between sentences and paragraphs within a text.		
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.*	This lesson follows the I Do/We Do/You Do gradual release model that Vista College Prep teachers will be expected to uphold in lesson planning and delivery. This unit takes advantage of "think-pair-share" a strategy used by teachers to check for understanding. Throughout the lesson, as discussed in Vista College Prep's Program of Instruction, teachers are taking advantage of smaller class sizes and targeting their instruction through individualization and working with smaller groups during the "you do" portion of the lesson.		
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.*	The summative assessment requires students to read three different passages and describe the logical connections between portions of those passages. The assessment is open-ended so students must fully justify and explain their answers. Please see the attached assessment.		
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 assessment consists of five questions. Each question is worth one point with a total of five points possible. Question one is made up of two parts—part A is worth one half point and part B is worth one half point. To demonstrate mastery of this objective, students must earn at least 4 out of 5 points. The answer key is provided below.		
Materials/Resources Needed	Variety of high-quality informational texts/passages, response notebooks, pencils		

Lesson (add as needed)	Instruction	Student Activities
1	**Objective: Students will be able to describe the logical connections between sentences and paragraphs in a nonfiction/informational text that use sequencing vocabulary (i.e. first, next, last).**	
	Intro to New Material/Introduction of Key Vocabulary (8 min.): Teacher tells students that this week we'll be using many of the reading skills we learned earlier in the year to think more deeply about why authors structure texts the way they do. To do this, we'll be using everything we've learned about sequencing events in a story, describing cause and effect relationships, and comparing and contrasting literary elements. Teacher tells the class that by the end of the week, they will be able to get inside an author's mind to understand why an author writes in a certain way! Teacher reminds students of the key vocabulary words used to sequence events (e.g. first, second, next, last) and asks students to share the words that they remember related to sequencing.	Students listen actively. Students repeat key vocabulary words with teacher and contribute ideas when appropriate.
	I do/We Do (12 min.): Teacher reads aloud a nonfiction/informational text that uses sequencing words to connect ideas. As the teacher reads, she points out the sequencing vocabulary and thinks aloud about why the vocabulary is appropriate at certain points in the text. Teacher models recording her thoughts in her reader's response notebook.	Students listen actively to text. Students copy teacher's thoughts into their own notebooks.
	We do (15 min.): Teacher and students read another text that uses sequencing words. Teacher stops students at key points throughout the text and asks them to share their thinking about why the sequencing vocabulary is appropriate. Teacher directs students to think-pair-share with their partners. Teacher does most of the work at first and gradually releases more responsibility to students. After each stopping point, teacher and students record their thoughts in their reader response notebooks. Teacher has students complete one final example and record their thoughts in their notebooks. Teacher walks around to check for understanding. The students who demonstrate mastery move on to the independent practice while the teacher works with struggling students to provide more practice and support.	Students read text at the direction of the teacher. Students think-pair-share as directed by the teacher. Students record their thoughts in their reader's response notebooks.
	You Do (15 min.): Teacher tells students that now they'll read a text on their own to practice describing the logical connections between sentences and paragraphs using sequencing vocabulary. Teacher walks	Students read text and describe the logical connections between sentences and paragraphs using sequencing vocabulary by writing in

	around to monitor students' progress and assist where necessary. Teacher works with a small group of struggling students to provide additional support as necessary. At the end of the independent practice, teacher brings the class back together. Teacher asks students to turn to a partner and discuss the question "Why is it important for authors to connect ideas using sequencing vocabulary?" Teacher asks students who have exemplar responses to share with the whole class.	their notebooks. Students who are struggling work with the teacher to practice the skill further. Students think-pair-share with a partner answering the given question. Students share with the whole class as directed by the teacher.
2	**Objective: Students will be able to describe the logical connections between sentences and paragraphs in a nonfiction/informational text that demonstrate cause and effect relationships.** **Intro to New Material/Introduction of Key Vocabulary (8 min.):** Teacher tells students that today we'll continue working on describing the connections between different sentences and paragraphs in a text. To do this, we'll be looking for cause and effect relationships that we learned about earlier this year. Teacher and students review the meanings of "cause" and "effect." **I do/We Do (12 min.):** Teacher models reading a short nonfiction/informational text. As the teacher reads, she stops at key places to point out the cause/effect relationships between different sentences and paragraphs. Teacher records the connections in response notebook thinking aloud at the same time. **We do (15 min.):** Teacher and students read another nonfiction/informational piece together. As they read, teacher stops students at key places and asks them to respond to questions about the cause/effect relationships that are present in the text. Teacher asks students to share their thoughts with a partner using sentences frames such as "The two sentences are related because _____." As the lesson continues, teacher gradually releases more responsibility to the students. Teacher circulates as students work with their partners to discuss their ideas. Teacher asks students to think about one final relationship between two paragraphs in the text and record their thoughts in their response notebooks. Teacher circulates to check for student understanding. Those students who demonstrate mastery move on to the independent practice while the teacher works with a small	Students listen actively. Students review the definitions with the teacher for "cause" and "effect." Students listen actively. Students record the teacher's responses in their notebooks. Students read nonfiction/informational piece together with teacher. Students discuss the teacher's questions about cause/effect relationships using the given sentence frames. Students record their thoughts in their response notebooks. Students complete check for understanding as requested by the teacher.

	group of students who are not quite ready to work independently yet. **You Do (15 min.):** Teacher tells students to read a short informational text and answer questions related to the cause/effect relationships between sentences/paragraphs. As students work, teacher circulates to monitor understanding. Teacher works with a small group of students who require further assistance based on the final check for understanding. At the end of the lesson, teacher pulls the class back together. Teacher asks students to think-pair-share and discuss one of the cause-effect relationships they found during their independent practice. Teacher circulates to listen to ideas. Teacher chooses several students who had exemplar responses to share their ideas with the whole class.	Students read informational text and respond to the questions about cause/effect relationships between sentences and paragraphs. Struggling students work with the teacher. Students think-pair-share one of the cause/effect relationships they found during the independent practice. Students share with the whole class as requested by the teacher.
3	**Objective: Students will be able to describe the logical connections between sentences and paragraphs in a text using comparisons.** **Intro to New Material/Introduction of Key Vocabulary (8 min.):** Teacher tells students that today we'll continue working on logical connections between sentences and paragraphs. Teacher says that today we'll be using our compare/contrast vocabulary to make comparisons. Teacher asks students to think back to when we compared literary elements and to share key vocabulary. Teacher and students review the meanings of key vocabulary words such as "similar" and "different." **I do/We Do (12 min.):** Teacher models reading an informational text. As she reads, teacher stops at key places to think aloud about the comparisons she is making. Teacher records thoughts in notebook. **We do (15 min.):** Teacher and students continue reading the same informational text together. Teacher stops students at key places and asks students to discuss the comparisons between sentences and paragraphs using sentence frames such as "Paragraph 4 and 5 are similar because _____." Teacher circulates to listen to responses and selects students who have exemplar responses to share their thoughts. Teacher and students record their thoughts in their response notebooks. As the guided practice continues, teacher gradually releases more and more responsibility to students and continually checks for understanding. Teacher asks students to complete one final check for understanding in their response notebooks. Teacher circulates to check	Students listen actively. Students share compare/contrast vocabulary words with the whole class as directed by the teacher. Students review the meanings of key vocabulary with teacher. Students listen actively. Students copy teacher's thoughts in their response notebooks. Students read informational text together with teacher. Students discuss comparisons using the given sentences frames. Students share whole group as directed by the teacher. Students record their thoughts in their response notebooks. Students complete check for understanding as directed by the teacher.

	student work. **You Do (15 min.):** Teacher has students read a new informational text and answer questions that involve making comparisons between sentences and paragraphs. Teacher circulates as students work to assist as necessary. Teacher works with a small group of students who require more assistance. Teacher pulls the class back together. Teacher tells students to choose one comparison that they made during their independent practice to share with a partner. Teacher listens to responses. Teacher asks students with exemplar responses to share whole class.	Students read informational text on their own and answer questions that require them to make comparisons. Students think-pair-share and share with the whole class as requested by the teacher.
4	**Objective: Students will be able to identify and describe the logical connections between sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third in a sequence).** **Intro to New Material/Introduction of Key Vocabulary (8 min.):** Teacher tells students that they have been doing such a great job using all of the reading skills this week so today we are going to put them all together! Teacher and students review key vocabulary words (e.g. cause, effect, sequencing, similar). **I do/We Do (27 min.):** Teacher and students read an informational text together. Teacher models finding logical connections between various sentences/paragraphs using cause/effect, comparisons, and sequencing. Teacher thinks aloud and records thoughts in response notebook. Teacher and students continue reading the passage. Teacher asks students questions about the logical connections and students think-pair-share with their partners. Teacher asks students with exemplar responses to share their thoughts with the class. Teacher and students record thoughts in response notebooks. As the guided practice continues, the teacher gives more and more responsibility to the students. Teacher also continually checks for student understanding by monitoring students' discussions and writing. Teacher gives one final check for understanding. Teacher monitors student work and pulls a small group of students who require additional assistance. **You Do (15 min.):** Teacher tells students to read a different informational text and answer the questions about the logical connections. As students work, teacher circulates to assist when	Students listen actively. Students review vocabulary words with teacher. Students read the text aloud with teacher. Students think-pair-share with partners in response to the teacher's questions. Students share as requested by the teacher. Students record their thoughts in their response notebooks. Students read text and answer questions about logical connections. Struggling students work with the teacher. Students share one of the connections they made with partners. Students

	necessary. Teacher works with group of students who are struggling. At the conclusion of the lesson, teacher pulls students back together and asks students to share one of the connections they made during their independent practice with a partner. Teacher asks targeted students (who have exemplar responses) to share with the whole class.	share with the whole class as requested by the teacher.
5	**Assessment:** 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). **5 min:** Teacher reminds students that today they'll have the opportunity to show their knowledge of many of the reading skills they've been practicing this year. Teacher and students review key vocabulary words (cause, effect, sequencing, similar, different, etc.). **45 min:** Teacher passes out assessments students work independently. Teacher circulates to monitor student work but does not offer any content-related assistance.	Students listen actively. Students review vocabulary words. Students complete assessment quietly.

Paste Summative Assessment Here:

Name _____ Date _____

Logical Connections Assessment

Read the following excerpt from a passage called "Hibernation." Then answer the question that follows.

Hibernators do three things. First, they store up as much food as possible, either as body fat or actual stored food. Second, they find or make a good winter shelter. _____, they fall into a deep sleep. During hibernation, an animal's heart rate slows down, its body temperature drops, and it breathes more slowly. When spring arrives with warmer weather and sources of food, these animals will wake up and resume their normal lives.

1. What word would fit appropriately in the blank in the excerpt? Why?

   The word (a) _____ would fit appropriately into the excerpt above

   because (b) _____.

Read the following passage. Then answer the questions that follow.

"Staying Well"

No one enjoys being sick. You don't feel well, and you cannot go outside to play. If there was an easy way to keep from getting sick, would you use it? There is an easy way! One action that will help you to stay well is to wash your hands often.

Washing your hands is the best way to keep germs from spreading and people from getting sick. Nearly everything has germs, but they are so small that you can't see them. Some germs cause illnesses such as colds and the flu. Because we touch so many surfaces that have germs, we usually have germs on our hands. If we touch our eyes, nose, or mouth with dirty hands, we spread the germs. This is a common way to get sick. There are certain times during the day when you should always wash your hands. Wash your hands after each time you use the restroom. Wash your hands before you eat a meal or touch food. Wash your hands after playing outside. You should also wash your hands after being around someone who is sick. Wash your hands after touching an animal, too.

In order to stay well, it is important to wash your hands carefully. Be sure to wash your hands with warm water. Using only cold water may not get rid of all the germs. After you wet your hands, lather them up with soap. Wash both sides of your hands. Be sure to wash around your fingernails. That is one place germs may gather. You must lather the soap for 10 or 15 seconds. Within a few weeks, washing your hands will be something you do without thinking about it. You will remember to do it more often. Teach your friends about how to wash their hands, too. If you all stay well, then you can play together.

2. Why do you think the author introduces the passage with the following sentences?

"No one enjoys being sick. You don't feel well, and you cannot go outside to play."

The author introduces the passage this way because _____

3. Why are the following sentences grouped together in the passage?

"Because we touch so many surfaces that have germs, we usually have germs on our hands. If we touch our eyes, nose, or mouth with dirty hands, we spread the germs. This is a common way to get sick."

The sentences are grouped together in the passage because _____

4. How are the following two sentences in the passage related?

"Be sure to wash your hands with warm water. Using only cold water may not get rid of all the germs."

The sentences are related because _____

Read the following passage. Then answer the question that follows.

"Changes from Abraham Lincoln's Boyhood to Adult Life"

If you grew up with Abraham Lincoln, you would have seen great changes from the time Lincoln was a boy in Kentucky and Indiana to the time he was president in Washington, D.C.

Important changes took place in transportation. When Lincoln was a boy, there were no trains at all. It took a long time to send a message by stagecoach. By the time Lincoln was a grown man, the telegraph was invented. Messages could be sent very quickly.

Lincoln's mother cooked over a fireplace. When Lincoln was a lawyer in Springfield, his wife cooked on a stove. Women on the frontier made their own cloth. Later, more and more women could buy cloth made in factories. When Lincoln was a boy, people did not have machines to help them farm. By the time Lincoln was president, many farmers were using machines to help them harvest crops.

When Lincoln lived in a log cabin on the frontier, he never dreamed that one day he would live in a house like the White House.

5. How are paragraphs 2 and 3 similar in this passage?

Paragraphs 2 and 3 are similar in this passage because _____

Paste Answer Key/Scoring Rubric Here:

*All of the questions are open-ended but should include responses similar to the following. As long as the response provides similar information, it will be considered correct even if the sentences are not exactly like the ones written below. Additionally, it is not vital that students use the words "sequence," "cause," and/or "effect" as long as they describe them in their own words.

*Each question is worth 1 point. Question one has two parts—students receive a half point for part A, and a half point for part B. To show mastery of the standard, students must receive at least 4 out of 5 points.

1. a. finally, last, third

   b. The author used the words "first" and "second" as he/she described what hibernators do. It makes sense that "finally" fits in the above sentence because it is the last step in the process of hibernating.

2. The author introduces the passage this way because **they describe why people don't want to be sick. The author goes on to describe one way that people can keep themselves from getting sick, by washing their hands.**

3. The sentences are grouped together in the passage because **they describe a cause and effect relationship. The author tells us that we have germs on our hands (the cause) and that when we touch our eyes, nose, or mouth with dirty hands we get sick (the effect) so it makes sense that they are grouped together.**

4. The sentences are related because **the first sentence tells us that people should wash their hands with warm water and the second sentence explains why it is important.**

5. Paragraphs 2 and 3 are similar in this passage because **they both describe changes that occurred from the time that Abraham Lincoln was a boy to when he was an adult. Paragraph 2 discusses the changes in transportation and sending messages and paragraph 3 talks about the changes in cooking and how people got cloth.**