Curriculum Sample Template
Max. 8 Pages

Grade Level	1st Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
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.*	1.RI.1 Ask and Answer questions about key details in the text 1.RI.2 Identify the main topic and retell key details of the text.		
Alignment to Program of Instruction	The teacher will use direct instruction throughout the lessons to allow for repetition and choral responding. Students will work cooperatively in groups or pairs (Think/Pair/Share) to assist and evaluate each other's work and practice social skills. The teacher will use scaffolding techniques when teaching and prompting to allow for support when necessary, while allowing students the opportunity to generate independent ideas. Instructors will use Think Aloud reading strategies to model strategic thinking about the text and to show the students exactly how to use the graphic organizers. Differentiated Instruction will be used to meet the needs of different learners by providing graphic organizers, rubrics, group or independent learning, and movement around the classroom. The teacher will learn the specific needs of the students and make accommodations as necessary. *Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more practice along with a task-analysis that will break down the steps needed to generate correct responses and comprehension.		
Standard Number and Description *List the Number* and full description for the required Standard.*	1.RI.8 Identify the reasons an author gives to support points in a text.		
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 teacher will begin by reading a short selection titled, "Tree House" about animals that build homes in the holes of trees (Grade 1 Unit assessment, Macmillian/McGraw-Hill, 2011). The student will answer three multiple choice questions. Next, they will read a short selection titled "Dog Tricks" (Grade 1 Unit assessment, Macmillian/McGraw-Hill, 2011) and respond to the questions. The assessment is worth 10 points.		
Scoring Scale and Mastery Level	The students demonstrate mastery by earning a score of at least 8 out of 10 on the scoring rubric below		

Materials/Resources Needed	Drawing paper, Crayons or markers, Selections from textbook: “Animal Moms and Dads”, Retelling Cards for Animal Moms and Dads, and “On the Map”. Practice Book, pp. 55, 56, 57 (Treasures Curriculum-Macmillan/Mac Graw-Hill, 2011)Student Book: On the Map

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Objective: The students will identify the author’s main point and find details to support his point. Whole Group (guided) instruction: remind children that the main idea is what all of the details in the selection have in common. The students will look at the pictures of the text and determine what they all have in common. Have the children look at page 12 and read the title and the author’s name. Ask the students to make predictions about the text. Set a Purpose for Reading: Remind the students to pay attention to the details about animal families as they read, asking themselves “What details is the author using to make their point” Shared Reading: Use the prompts to guide comprehension and model how to complete the graphic organizer.	Students will look at the pictures of the story and predict that each picture has a mom, dad, and baby. Students will make predictions about what the text will be about on each page in a Think/Pair/Share activity. Students will write the question “What details is the author using to make their point. As the students follow along with the story, the teacher will use a Think Aloud process to fill out the Practice Book, page 55 graphic organizers which finds three details, leading to the main idea. (the details the author uses to support his point in the text).
2	Objective: The students will Meet the Author and further discuss his purpose while reinforcing the details of the story. Whole Group Instruction: Read aloud page 26 and discuss Jose Ramos’s experiences with animals at the zoo.	The students will look back through the text and explain the author’s purpose in writing the selection. Have them give details to support their ideas. Using the Retelling Cards, the students will retell the selection in order to reinforce the details of the story and how they relate to

	To reinforce the selection use the Retelling Cards to retell the selection in order. (page 27). Model Retelling: Use the prompts on Cards 1 and 2 to model retelling the selection in order. Continue using the model prompts if the students need additional support. Guide Retelling: Use the leveled language acquisition prompts on the cards to guide the student's retelling of the selection. Discuss the Retelling: What is this selection mostly about? What information did you learn about the topic?	the author's main point. Formative Assessment: Use the Retelling Rubric to assess the students understanding of the details of the story.
3	Objective: Review the skill of the author's main idea and supporting details Whole Group: On a Word Wall reviews the vocabulary for the selection. Remind the students that the author's have a purpose in their writing and that they are trying to tell you the main idea. It's our job to figure out the main idea and identify the supporting details. Shared Reading/ Purpose for reading: What do you think will be on this map? Let's read to find out. Look for details to help you understand the author's main point.	The students will look at pages 70 and 71 of "On the Map" and read the title. The children will share predictions about the selection. The author wrote an expository article (purpose: to give information) about a topic. The students will identify the details that support the author's main point. Use the prompts to guide comprehension and model how to complete the graphic organizer (Practice Book page 75). Have the students use Think/Pair/Share as they respond to the prompts.
4	Objective: Students will use facts and details to support the author's main point. Skill Review: What facts and details about the town did the author teach us from the text? What details did we learn about the map of their town? Retell: Use your own words to retell the details of the author's	Using Chart 44, the students will add to their Main Idea and Details chart. Think/Pair/Share: Students will turn to a partner and retell the events in the selection in their own words. Text-to-Self: How is Greg and Stef's town like where you live? Text-to-world: What would you put on a map of your town? How

	main point of the selection. Make connections: Have children respond to the question. Model by using the Think Aloud	would the map help people? The students will complete a worksheet reviewing author's main point by identifying the important facts and details.
5	The teacher will administer the summative assessment Say: Listen carefully as I read this story to you. You will be asked to answer three questions about this story. Read the selection "Tree Houses" from pg 49 in the Unit Assessment book of the Treasures Curriculum. Say: I will read each question to you and give you time to make your answer. Circle just one answer for each question. Read each question for the students and allow time for them to answer each question. Say: You will now read a story and answer some questions and draw some pictures. When you are finished, close your books so that I know you are finished reading. Pass out the story "Dog Tricks" for page 29 in the Unit Assessment book of the Treasures Curriculum. Read the question and instructions when the students are ready.	Student will complete the assessment as instructed • Listen as the teacher reads a short selection • Answer multiple choice questions related to the story • Read a short story independently • Answer multiple choice question about the story • Complete three short-answer questions and illustrations about the story

Summative Assessment Page 1

Name:_____

Directions: Listen as your teacher reads the selection. Then circle the correct answer.

1 The author wrote this story to-

A tell students how birds eat bugs.
B describe how holes in trees get bigger.
C explain how animals use holes in trees.

2 How does the author tell you that woodpeckers and tree squirrels alike?

A They make nests using grass and leaves.
B They make nests inside of trees.
C They make holes in trees bigger

STOP, Wait for the teacher.

3 What examples does the author use to explain his point?

A Tree squirrels and birds make nests in trees.
B Woodpeckers eat bits of the tree.
C Larger animals eat insects.

Read the story "Dog Tricks" in your text book. Answer each question.

4 What do you think the author was trying to explain? Circle the correct answer.

A Dogs can do many tricks.
B Dogs are funny.
C All kinds of dogs.

Summative Assessment Page 2

5 Draw a picture in each of the boxes below that explains the reasons why the author wrote the story “Dog Tricks”. Write a sentence under each picture explaining the reason why this point is important to the author.

Scoring Rubric:

Question	Answer	Rubric	Score
1	C	**1 point if correct**	/1
2	B	**1 point if correct**	/1
3	A	**1 point if correct**	/1
4	A	**1 point if correct**	/1
5	Each illustration worth 1 point, each sentence worth 1 point. 6 points total See sample answers.	**1-point for each picture and sentence**: (Example 1) The author shows a dog can do tricks by showing that a dog can jump over bricks. (Example 2) The author shows that a dog can do tricks by showing that a dog can fetch. (Example 3) The author shows that a dog can do tricks by showing that a dog can sit and come. Illustrations should match sentences. *Partial credit is possible depending on relevance/accuracy of each illustration and sentence.	/6
		Total	**/10**

*Mastery is demonstrated with 8 out of 10 points