Curriculum Sample Template
Max. 8 Pages

Grade Level	First Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	4 days	**Time of Year**	4nd 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 are expected to sit and listen to a story for up to 15 minutes. They can identify main idea of a story with prompting from the teacher. After prompting and support from the teacher the students can retell a the story with limited recall.		
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 unit is aligned to the program of instruction by relating real world situations into the curriculum. Students will be taught in a small group, work collaboratively and communicate ideas. This unit will make a connection of content area to the community by having a firefighter come to the school for a presentation and the students taking a trip to the local fire station.		
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 summative assessment will assess the scholar's ability to integrate knowledge and ideas to identify details that support a main idea in a text. The teacher will read a story and the students will identify and write reasons the author gives to support a main idea. The assessment will be worth 10 points. A score of 8 points will indicate mastery of the standard.		
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 is worth 10 points. 2 points will be earned for stating what an author does, 2 points for identifying a point or main idea in the text, 2 points for each of three reasons supplied by the author to support the point in the text. The assessment is worth 10 points. A score of 8 points will indicate mastery.		
Materials/Resources Needed	Teacher material: Treasure's teacher read-a-loud book, access to www.starfall.com, colored markers, chart paper, projector, and listening center. Student materials: crayons, graphic organizer, leveled readers.		

* ***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, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Anticipatory Set**: Gather scholars to the listening mat. Ask the whole group this question for review, "What does the author do? Who draws the pictures? Inform scholars they are going to learn why the author uses specifics words in a story. **Lesson:** Teach scholars that the author uses reason to support the main ideas or points in the text. The reasons make the text more exciting to read and give details about the main idea or point. Draw a graphic organizer on the white board where the main idea is at the top and three lines are drawn below the main idea for the supporting details / reasons. When the author writes informative text many details and facts are written about the main idea. Read, "A Picture Book of Benjamin Franklin" aloud to the class, stopping to discuss points in the text. **Guided Practice:** Ask the students if they can remember who the text was about. Write Benjamin Franklin on the white board graphic organizer. Call on scholars to name some details that they can remember from the text. Write them on the lines of supporting details. **Independent practice:** Ask students to get into their learning groups. As a small group they will read, A Picture Book of Thomas Jefferson" and complete the graphic organizer. The teacher and teaching assist will work with each group re-teaching and providing enrichment. The excelling group will have discussion on "how" the author used the reasons to support the points in the text.	• Scholars will participate in class discussions about what an author does and informative texts. • Students will listen in a whole group to the read-a-loud • They will recall and discuss facts and information they have heard • Observe the teacher filling in the graphic organizer with facts from the text • Work in small groups to read another piece of informative text and complete a graphic organizer

	Closure: Review with the scholars by asking them what an author does and one thing they remembered from the lesson.	
2	**Anticipatory Set:** Ask the students to gather on the reading carpet. Ask a student to give examples of informative texts. Write responses on the board. **Lesson:** Teach them that many authors write about people. They want to inform the audience of people in history, careers or famous people. • Review the read aloud from the previous day, *A Picture Book of Thomas Jefferson*. Focus on the point the author makes, "Thomas Jefferson was curious and intelligent." • Create a chart with this statement on one side and *Reasons to Support* on other side. While you read the text have students raise their hands if the statement you read supports the author's point. Record these statements on the *reasons* side of the chart along with the page number each is found on. • Once the book has been read, re-read the author's point and each of the support statements. The students will indicate with thumbs up/thumbs down if each statement supports the author's point. The teacher aide will work with students needing extra time or assistance, one-on-one or in small groups Ask students to get into small groups and reteach or provide enrichment activities **Closure:** Ask students to name other people that authors may write about. Preparing students for tomorrow's lesson	• Participate in class discussion about how authors write to inform the audience about people. • Listen to the text about Thomas Jefferson. Discuss reasons why Mr. Jefferson was curious and intelligent. • Observe the teacher complete the graphic organizer on the board with responses from scholars. • Students will reference the page numbers where the reason can be found. • Agree or disagree by "thumbs up" if the reason applies to the main point.
3	**Anticipatory set**: Gather the students to the listening carpet and ask them to recall from their past experiences and describe what they know about firefighters. **Lesson**: The teacher will read with each group the "Firefighters". They will make a graphic organizer about some main points the	1. Participate in the group discussion about what firefighters do. 2. Listen to the read-a-loud and observe the pictures as the teacher reads the text. 3. Students will create a t chart on effects of a firefighter

	author's uses in the story. Write the following statements on the board: **Firefighters must wear safety equipment** • To keep from burning their clothes or skin • To breathe oxygen • To protect their head from falling objects **Firefighters help people:** • Save people from burning buildings • Put out forest fires • Put out house fires Ask students to get into their learning groups and create their own graphic organizer. They will copy the main idea at the top by choosing one of two above statements and write in three reasons the author used to support the point. **Closure**: Each group will present their T-chart to the class. The T-chart will state one main idea and list three reasons the author stated to support the main idea.	having a dangerous job. 4. In groups, read a story and create a poster of the main idea and supporting details.
4	The students will take the assessment individually with the teacher.	1. Take the assessment 2. In the afternoon, take a field trip to the fire station. Scholars will look and try on some of the safety equipment. Tour the station and learn, "Stop, Drop and Roll".

Paste Summative Assessment Here:

1st Grade Reading Assessment

The teacher will read, "Thomas Alva Edison", listen and write down one main idea or point from the text as it is read. The teacher will pass out the assessment to each scholar. Complete each question and fill in the graphic organizer with a main point and three reasons the author used to support the main idea.

1. **What does the author do?**
2. **Identify the main idea.**
3. **Use the graphic organizer and name three reasons in the text that the author uses to support the main idea with support from the teacher.**

_____
Main Idea

_____	**_____**	**_____**
Supporting reason	**supporting reason**	**supporting reason**

1st Grade Reading Assessment Rubric

Name _____

1. **What does the author do? (2 points)** Writes the text
2. **What was a point the author made: (2 points)**
   - Thomas Edison was the greatest inventor
   - Thomas Edison was a wizard of Menlo Part

3. **Identify three reasons to support the above point. (2 points each) Student responses may be one of the two below with corresponding reasons to earn the full 2 points.**

   Thomas Edison was the greatest inventor
   - He made the telegraph better
   - He invented the phonograph
   - He made the light bulb
   - He invented a box that made movies
   - He invented over a 1,000 things

   Thomas Edison was a wizard of Menlo Park
   - Built his first lab when he was ten years old
   - Helped build the power plant
   - He helped friends and neighbors fix things