Curriculum Sample Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	4 days	**Time of Year**	4th quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The children should know roles and differences between an author and an illustrator. They should also be able to complete a short answer assessment with support.		
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 aligns with the school's Program of Instruction because teachers differentiate instruction utilizing, collaborative learning groups. The lessons will include the Core Knowledge framework by teaching science across the curriculum. Small group instruction from the teacher aligns with the methods of instruction in the Program of Instruction. The lessons will also allow students to relate personal knowledge and experience to the lessons being taught as they learn to explain the reasons the author uses specific text.		
Standard Number and Description *List the Number* and full description for the required Standard.*	K.RI.8 With prompting and support, 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 consist of an oral assessment where the teacher will read text to the students and ask each student to identify the reasons "why" the author gives to explain a topic. A graphic organizer will be used and completed by the teacher after reading the text to the students. The graphic organizer will be used to record student responses. The assessment will be worth a total of 10 points. 8 out of 10 points is considered mastery.		
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 will assess the scholar's ability to master the standard of identify the reasons an author gives to support text. The scholar's must identify the main idea or point in the text with support and identify reasons in the text that the author used to support the main idea or point. The assessment will be scored on the accuracy of the responses provided by the scholar. Two points will be awarded for each correct response for a total of 10 points. A score of 8 points will indicate mastery of the standard.		
Materials/Resources Needed	Teacher materials: "Dog Eared", picture cards: 23, 58, 62 and 95, "Sounds of Thunder", United Streaming: Storm Clouds", paper, color crayons, website: www.starfall.com, construction paper, scissors, Student		

	materials: Leveled reader, crayons, paper, graphic organizer: cause /effect

* ***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:** Explain what "Text" is and how words have different meanings. Give examples of words and ask children to tell what they mean. Read "Dog Eared" Stop after reading each page and ask the scholars to describe how the dog feels and which word was used to describe the dog's expression or action. Teach the children why the dog is happy or sad. • Dog is happy-- wagging his tail, running and playing • Dog is sad -- Head is down, tail down, he is laying around • Why do you think the dog is sad… • What are things that make you sad? Make you happy? **Guided Practice:** Ask children to get into learning groups and rotate through the learning centers. Teacher will read with each small group on their leveled reader. Scholars will give reasons why the author gives support to the text. Each scholar will orally answer the question. **Independent practice:** In the learning group, students will listen to a text, "Fireflies at Night" Read by the teaching assistant. Each scholar's will then copy the main idea on their graphic and fill in each of three boxes with one supporting detail per box.	Students discuss with the teacher about the term "text" and how words have different meanings. Students listen as the teacher reads "Dog Eared" and with teacher prompting they answer questions about how the dog feels and which words are used from the text. Students move into learning groups to rotate around centers. In the centers, students listen to text orally provide reasons the author gives to support the text. Each student will be responsible for responding. In learning groups, students listen to "Fireflies at Night" Group 1: *Scholars will listen to the text read by the teaching assistant. Complete the graphic organizer with the main idea and three supporting details. Group 2: Three students at a time will have computer time on <u>www.starfall.com</u> • Tier 3: Listen to the story "Zach the Rat" on Starfall. Use the mouse to click on each word to hear the computer say the word and repeat what they hear. • Tier 2: Read the story "Zach the Rat" , they will click on the word if they don't know it. Complete the study sheet by writing the main character, Zach, and completing the

	Closure: In small group with the teacher, the teacher will ask students to recall what they have learned about how an author uses words to give more information about the points he makes in text. Each student will have a chance to respond. Where appropriate, the teachers will continue prompting to ensure all students' understanding.	three sentences that follow with details from the story. • Tier 1: Scholars will read the story and complete the graphic organizer independently by writing in the main ideas and details about Zach without support. Group 3: Teacher will read with each small group on their leveled readers. Tier 3 scholars will work on decoding words. Teacher will give each scholar a mini assessment in the small group where they will identify the main idea and state three supporting details. In small group with the teacher, each scholar will explain how an author uses words to provide more information about the points he is making.
2	**Anticipatory Set:** Call all scholars to the letter mat for listening and reading. Review with scholars. Ask the scholars what "text" is? Who writes the text? **Lesson:** Review what details are. Follow Core Knowledge Sequence and discuss what happens when it rains: Use the white board and display a picture of rain and text under each picture. Draw a box and put the picture and the word rain in it. Draw three more boxes to represent what happens when it rains: Have the children point to the author's text to describe the details. Whole group instruction. Teacher will ask students to get into the learning groups and discuss an experience they learned from the story. In small groups the teacher will restate the problem to the group. Each student will discuss one detail the author presented to support the rain. The teacher will use a small white board and list the details from the student responses.	Students will recall and describe what an author does and what "text" is. Watch the overhead as the teacher displays pictures and text of what happens when it rains, identify three details from the pictures and participate with the class in completing the graphic organizer on the white board. Students will rotate through the small groups. **Group 1:** The teacher will read "April Rain Song" to each small group. After reading the book each scholar will take a piece of white paper, fold it in three sections. After reading the text the scholars will write three details from the author's text in each of the three sections of paper. The various tiers will complete the same activity with various levels of support from the teacher. **Group 2:** Each scholar will draw and color a picture of the main

	Closure: Students will draw a picture of what happens to a seed when it rains and use the author's text to label each picture.	idea and include some details from the book. This group will be work independently. **Group 3**: The teaching assistant will work independently with each scholar who needs to be retaught on main idea and detail. The excelling students will independently select a book, read it silently and complete a graphic organizer with main idea the three supporting details.
3	**Anticipatory Set:** Call students to the reading carpet and ask, "Who has ever heard of earth day?". Allow students to recall from personal background and experiences. Ask if any families recycle and allow student to communicate experiences. Review main idea and supporting details. **Lesson:** In whole group, the teacher will review with the students that when they read text about information they can identify a main idea and with the main idea the author gives supporting detail about the topic. The details can be classified as "cause and effect" On the white board the teacher will write "Pollution" as the main idea. Scholars will orally name three forms of pollution under "cause". Three different children will describe the effects of the pollution Example: Pollution Cause Effect People throwing trash in the river Fish and ducks could die The teacher will teach about solutions to many problems. Introduce "Earth Day" and explain how it came about The teacher will write a problem on the board about "Earth Day".	Scholars participate in group discussion about Earth Day and what their families do to recycle Students will contribute detail about the reading as the teacher completes a graphic organizer on the board. **Group 1:** All students will work on the computer www.starfall.com and complete the "Earth Day" activity. They will read a story; low level will listen to the story and complete the activity. **Group 2:** Upon completion each scholar will complete a picture graphic organizer. Main Idea: Earth Day. They will draw pictures of three details or activities they read or heard from the author about activities that can be done as a family to promote the Earth. Each student will use the author's text to label the pictures. **Group 3:** Teacher will work with individual or small groups of two or three scholars to re-teach or provide enrichment activities to support the lesson standard.

	In the second box the students will discuss one thing that can be done to solve the problem, “People throw trash all around”. Teacher will explain that for each problem there is a solution. The third box will be for the solution to a problem. **Closure:** Ask each student to describe a problem (main idea) and explain how they can do their part in solving the problem in the real world.	
4	The students will take the assessment individually with the teacher.	Students will meet individually with the teacher to take the oral assessment.

Paste Assessment

Kindergarten Language Arts Assessment

Name_____

The teacher will read a short story of the scholar's choice from the selection on the table of informational books. With support the scholar will orally answer each question on the assessment. The teacher will complete the graphic organizer with the student responses.

1. **What does the author do?**
2. **Identify the main idea with support.**
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**

Paste Answer Key/Scoring Rubric Here:

Kindergarten Language Arts Assessment Rubric

Name _____

The teacher will read a short story of the scholar's choice from the selection on the table. With support the scholar will orally answer each question on the assessment. The teacher will complete the graphic organizer with the student responses.

Scoring Rubric

	2 points	1 point	0 points
What does the author do	The author writes the text	The author write the words	Incomplete answer
Identify the main idea	Accurately states the main idea	Partially states the main ideas	Does not offer a response
State three supporting details	Accurately states the main idea (2 points each)	Partially states the reason	Does not offer a response
Total points	10 points		

Total points 10. Mastery of the standard must earn 8 points.